DOCUMENT RESUME

ED 238 326 HE 016 853

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TITLE A Recommended Model for Faculty Exchange Among Southeast Florida Educational Consortium Institutions. A Report to the Board of Directors.
INSTITUTION Southeast Florida Educational Consortium, Miami.
PUB DATE Oct 83
NOTE 89p.
AVAILABLE FROM Southeast Florida Educational Consortium, 11011 S. W. 104 Street, Miami, FL 33176.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Consortia; Contracts; *Geographic Regions; Higher Education; Models; Program Administration; *Program Development; *Teacher Exchange Programs
IDENTIFIERS *Southeast Florida Educational Consortium

ABSTRACT

A project to develop a faculty exchange model for Southeast Florida Educational Consortium (SFEC) institutions is described, and project materials are provided. The following project activities are described: collecting information about existing faculty exchange arrangements; identifying benefits and concerns associated with these arrangements; interviewing administrative representatives from cooperating SFEC institutions to identify promising exchange arrangements for each institution; developing guidelines for a faculty exchange model from the interview information and from a literature review; and recommending a faculty exchange model. Steps to accomplish the following objectives of a exchange program are specified: arranging an exchange agreement, establishing an exchange communication network, selecting exchange arrangements, developing general exchange procedures, circulating exchange information, and continuing evaluation procedures. Appendices include a bibliography, interview materials, summaries of interviews, a faculty exchange agreement, a faculty exchange interest survey, a sample agreement for direct faculty exchange, information on procedures for reduced workload faculty exchange and for overtime workload faculty exchange, and a sample contract for services for an exchange of a faculty member and/or an administrator. (SW)

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A RECOMMENDED MODEL FOR FACULTY EXCHANGE AMONG SOUTHEAST FLORIDA EDUCATIONAL CONSORTIUM INSTITUTIONS

A Report to the Board of Directors

Southeast Florida Educational Consortium

October 1983

This project was prepared by Dr. Gerry Bohning,
School of Education at Barry University,
Under the direction of Dr. Douglas E. Matthewson, Jr.,
Executive Director of the SFEC Consortium

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A RECOMMENDED MODEL FOR FACULTY EXCHANGE AMONG SOUTHEAST FLORIDA EDUCATIONAL CONSORTIUM INSTITUTIONS

INTRODUCTION

One of the most valuable cooperative efforts which a consortium can support is to provide the impetus for faculty exchange arrangements. The member institutions of the Southeast Florida Educational Consortium have faculties representing many diverse curriculum areas and specializations within each area. A faculty exchange plan would take advantage of this diversity to benefit students, faculty, and institutions. Among the many positive reasons for supporting interinstitutional faculty exchange are benefits of broader educational experiences for students, increased opportunities for faculty, and extended interinstitutional communication.

The Southeast Florida Educational Consortium has a membership of notably different types of institutions. However, all institutions share a common goal of enhancing the teaching/learning process. Accordingly, a faculty exchange plan provides a common basis for a cooperative venture to meet that goal.

Interest in developing a cooperative model for faculty exchange comes at a time when the concept of cooperation is being encouraged statewide. Governor Robert Graham has urged institutions of higher learning to enter into cooperative ventures, both as a budget factor and as a recognition of the unique strengths of Florida educational institutions. A faculty exchange plan contributes to the overall cooperative effort urged by Governor Graham.

PROJECT PURPOSE AND PROCEDURES

The purpose of this project was to explore the faculty exchange concept with the intent of developing a faculty exchange model to serve interested Southeast Florida Educational Consortium institutions. In order to accomplish the purpose effectively, five steps were organized and followed. These five steps were: (1) to collect information about existing faculty exchange arrangements; (2) to identify benefits and concerns associated with such arrangements; (3) to interview administrative representatives from cooperating SFEC institutions to identify promising exchange arrangements for each institution; (4) to develop guidelines for a faculty exchange model from the interview information and a review of the literature; and (5) to recommend a model based on the guidelines as a SFEC faculty exchange plan.

EXISTING FACULTY EXCHANGE ARRANGEMENTS

Faculty exchange is an established concept in higher education and is defined as cooperative interinstitutional arrangements for the exchange of faculty time and services. A review of existing arrangements was compiled from readings listed in the bibliography and correspondence with other consortia. A computer search of ERIC and CIJE documents at the Florida International University Bay Vista Campus facilitated the collection of faculty exchange references. Letters were sent to ninety-one consortia requesting pertinent information. The Directory of Higher Education provided the listing of Consortia of Institutions of Higher Education. Six of the fifty-three responding consortia sent helpful information and documents related to faculty exchange.

A review of the literature indicated twelve basic faculty exchange arrangements, with each offering different benefits and posing different problems. A description of these twelve arrangements with considerations follows.

Consortium Faculty Directory

An arrangement which results in an annually published directory of faculty who have indicated a willingness to meet with students or faculty from other institutions in classroom or informal settings to discuss specialized topics in which they possess interest and expertise. Contact with individuals listed in the directory is made directly by the faculty member wishing to extend the invitation for a discussion or exchange lecture.

Considerations

+ Gives students and faculty exposure to a wider range of perspectives
+ Recognizes distinctiveness of faculty talent
+ Opens communication between faculty with similar interest and expertise

- Collection and updating of information
- Cost of directory
- Travel costs
- Willingness of faculty to participate

Consortium Phone Exchange

An arrangement which results in a phone directory of faculty listed by discipline or course-related format. The purpose is to facilitate the identification of appropriate faculty with whom communication can be established at other institutions. A faculty member can phone his or her counterpart at another institution for general or specific information. No off-campus time is involved with phone exchanges.

Considerations

+ Establishes communication network
+ New faculty can make contact with experienced members at other institutions

- Collection and updating of information
- Cost of directory

Short Term Specialization Exchange

An arrangement by which a faculty member lends expertise to another institution for a special task or as a consultant requiring a short time. This type of arrangement often includes administrative personnel as well as faculty for short term exchange. Stipend and travel reimbursement are mutually negotiated prior to the exchange. This

arrangement includes two formats:

Released Time Borrowing. The specialist is released from all or part of home institution duties for the period he or she is engaged with a special task at another institution.

Extra Time Borrowing. The specialist maintains home duties in addition to a special task at another institution.

Considerations

+ Recognition of expertise
+ Reassertion of one's value
+ Long range benefits to the institution

- Communicating need to those with special expertise
- Approval of released or extra time
- Varying stipends for expertise

Direct Exchange

An arrangement by which faculty members exchange campuses and responsibilities for a summer, semester, or a year. The home institution continues with contract provisions and benefits. This is a one-for-one exchange, but need not be in the same discipline.

Considerations

+ Expands faculty options
+ Introduces faculty to new colleagues and students
+ Challenges with a change in work environment

- Communicating exchange information to interested faculty
- Approval procedures for the exchange
- Number of faculty willing to participate

Faculty Sharing

An arrangement by which a faculty member teaches for more than one institution for a summer, semester, or a year. This arrangement includes two formats:

Reduced Workload Sharing. The workload of the faculty member at the home institution is reduced to accommodate the responsibilities of teaching at another institution. The host institution reimburses pro rata the home institution.

Overtime Sharing. The faculty member teaches at another institution as an overload for a prearranged stipend paid to the faculty member.

Considerations

+ Strengthens a program
+ Allows for a modest growth of a program
+ Provides for feedback between institutions

- Communicating need to interested faculty
- Differences of academic calendar
- Approval of reduced or overtime workload
- Incentives for faculty participation

Joint Appointment

An arrangement by which a faculty member is jointly appointed and shared by two or more institutions to provide a full-time equivalent position. This requires contract negotiations and stipulations with one of the institutions consenting to serve as the home institution.

Considerations

+ Strengthens an existing program
+ Allows for program expansion

- Joint contract agreement
- Differences of academic calendar
- Differences of expectations

Faculty Network

An arrangement by which faculty with similar disciplines, scholarly pursuits, or specialized efforts are brought together on a regular basis for meetings, workshops, or seminars to establish an inter-institutional network of communication and cooperation.

Considerations

+ Expands cooperative involvement
+ Improves communication for solving problems
+ Provides chance to share

- Funds
- Added faculty responsibility
- Sustaining the effort
- Not recognized in institutional reward system

Consortium Scholar

An arrangement by which a scholar from a SFEC member institution is selected for a semester or a year as a consortium scholar to teach short courses or hold seminars and forums on several campuses. All participating institutions contribute funds to the scholar's home institution pro rata for time and services. This arrangement could include an emeritus professor from an SFEC institution. It could also include guest faculty (or experts) of national or international prominence as featured speakers for lectures, forums, or seminars on several campuses.

Considerations

+ Students have access to in-depth study
+ Uses a unique resource to enrich a program
+ Makes wise use of faculty scholarship

- Selection of scholar
- Coordinating the scholar's activities
- Evaluating the program

Team Teaching

An arrangement by which a faculty member teams with colleagues from one or several institutions to complement course work. This arrangement includes two formats:

Using Technological Media. Faculty members team to teach a course through technological media, such as with video tapes or TV.

Using Student Conferences. Faculty members team to plan for students to share scholarly papers or other works in a conference format.

Considerations

+ Enriches instructional opportunities
+ Easy way to exchange expertise
+ Provides a different type of learning experience for students
+ Broadens student interests

- Funds
- Requires preparation time
- Scheduling
- Initiating the team effort
- Equipment and production problems

BENEFITS AND CONCERNS

Benefits and problems associated with faculty exchange are listed as considerations in the description of the basic arrangements. In general, the considerations relate to four areas which benefit from and three areas of concern associated with faculty exchange arrangements.

The Benefits

The benefits of cooperative faculty exchange ventures flow in four directions--to the students, the faculty, the institution, and the consortium.

The students. Faculty exchange arrangements bring broader educational experiences to students. Students are exposed to faculty who not only have expertise, but who are very willing to share that expertise. It is personally rewarding for students to be associated with such confident and willing faculty members. A student's attitude toward other institutions is influenced by this positive association.

Faculty exchanges enrich an academic program. Students have temporary opportunities for new learnings. This planned complementarity enables students to have wider experiences than any one institution could provide alone.

The faculty. Faculty exchange arrangements offer faculty one of the best means for broadening personal and professional experiences. Faculty members who participate in exchange arrangements have an opportunity to interact with new colleagues, assume new challenges, and interact with different student viewpoints. Working in

different situations enhances applied scholarship by placing faculty members in roles as learners. This new perspective capitalizes on faculty motivation to improve their knowledge and widen their instructional experiences to stay at the forefront of their discipline.

Faculty exchange arrangements offer an outlet for teaching expertise beyond a home campus. Faculty benefit from opportunities to increase the range of their teaching experiences. They function more flexibly in their own institution after participating in educational experiences with their colleagues at other institutions.

The institutions. Faculty exchange arrangements can provide such broadly based opportunities that they can reach every interested faculty member in every institution. Expanding faculty options adds to the vitality of the faculty and is viewed as a faculty benefit. Such exchange options add to the attractiveness of the participating institutions as a workplace. Institutions benefit from the resulting positive faculty attitude.

The relationships which faculty have with other institutions affect their decisions and actions. Faculty exchange arrangements bring a fresh perspective to host institutions and constructive feedback to the home campus. The infusion of ideas contributes to the overall purpose of an institution. Communication between and among institutions improves. If interinstitutional communication improves, then cooperation improves.

The consortium. Faculty exchange arrangements promote a level of association with the consortium. A consortium establishes this association by facilitating opportunities for faculty interaction.

This network of communication and participation advertises the consortium as an effective, cooperative unit.

The Concerns

An analysis of the potential problems associated with faculty exchange arrangements reveals three concerns. These concerns are variables which affect institution and faculty participation.

Reluctance of institutions to cooperate. A deterrent to institutional participation in faculty exchange arrangements is the view that the benefits do not outweigh the time, effort, and operational costs needed to implement and sustain exchange arrangements. Faculty exchanges are perceived as a disruption in the normal flow of academic life. As a result, a clear commitment to the faculty exchange concept is lacking. Without this clear commitment of cooperation from an institution, the potential success of any faculty exchange arrangement is greatly reduced.

Reluctance of faculty to participate. Faculty are often too busy with their own pursuits to stop and consider the overall benefits which might result from cooperative exchange efforts. They view faculty exchange as another demand on their time and energy. Also, faculty might feel that there is little professional incentive to participate if the institution does not recognize and include exchange activities in the traditional reward system for promotion or tenure.

Difficulties of implementation. Concerns associated with implementation are differences of academic calendar, course scheduling, stipends, fringe benefits, transportation, and geographic distance. What these implementation concerns seem to mean in actuality is

that not all institutions can work out the same arrangement with every member institution, and that a number of different faculty exchange options are needed. Existing consortia have reported that difficulties of implementation have been worked out with surprising ease when the participating institutions and faculty members were willing to pursue an exchange arrangement. The difficulties were reduced to the point where they did not prevent the progress of an effective exchange arrangement.

INTERVIEWS

An interview was held for the faculty exchange project with an administrative representative from SFEC member institutions. The representatives and cooperating institutions are listed on page 12. The purpose of the interview was to collect information to identify promising exchange arrangements and limiting conditions for each institution, and to set planning priorities. An overview statement, a description of possible faculty exchange arrangements, and a survey for faculty exchange arrangements were developed for the interview. Each representative was sent a letter of explanation and the descriptive materials in advance of the interview (Appendix A, pp. 32-39). The Survey for Faculty Exchange Arrangements was developed from a review of the literature of existing faculty exchange arrangements, and formed the basis of the interview (p.33). Interview responses were summarized and a draft copy sent to each representative for perusal and correction. Interview summaries for each cooperating institution are in Appendix B, pp. 40-51. The responses to items 1 through 4 from the Survey were graphically organized as a Matrix Summary for the Survey for Faculty Exchange Arrangements (pp. 13-14).

The results of the interviews were organized as the guidelines for a SFEC faculty exchange model. The guidelines were then used to develop the recommended model.

ADMINISTRATIVE REPRESENTATIVES for FACULTY EXCHANGE INTERVIEWS

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MATRIX SUMMARY

SURVEY FOR FACULTY EXCHANGE ARRANGEMENTS

(1) Consortium Faculty Directory
(2) Consortium Phone Exchange
Short Term Specialization Exchange:
(3) Released Time Borrowing
(4) Extra Time Borrowing
(5) Direct Exchange
Faculty Sharing:
(6) Reduced Workload Sharing
(7) Overtime Sharing
(8) Joint Appointment
(9) Faculty Network
(10) Consortium Scholar
Team Teaching:
(11) Using Technological Media
(12) Using Student Conferences

List the exchange arrangements which for your institution probably would be:	Barry University	Biscayne College	Broward Comm. College	Florida Atlantic U.	Florida International U.	Miami Christian Col	Miami-Dade Comm. College	Nova University	Palm Beach Jr. College	University of Miami
most beneficial	1 3 4	5 2 1	3 4 8	6 3 8	(see page 14)	1 2 4	8 10 5	1 11 10	8 7 10	9 2 11
easiest to arrange	1 3 4	1 2 10	2 1 5	2 7 3		1 2	1 10 5	7 1	1 2 9	2
most difficult to arrange	11 12 10	8	11 6 7	8 5		11 12 8	11 12	8	5 12 6	8 6 3
most successful for starting a SFEC faculty exchange program	1 9 3 4	5 1 2	1 2 5	9 3 4		1 2 3 4	10 5 8	1 3 4	8 7 10	2

MATRIX SUMMARY

SURVEY FOR FACULTY EXCHANGE ARRANGEMENTS

(1) Consortium Faculty Directory
(2) Consortium Phone Exchange
Short Term Specialization Exchange:
(3) Released Time Borrowing
(4) Extra Time Borrowing
(5) Direct Exchange
Faculty Sharing:
(6) Reduced Workload Sharing
(7) Overtime Sharing
(8) Joint Appointment
(9) Faculty Network
(10) Consortium Scholar
Team Teaching:
(11) Using Technological Media
(12) Using Student Conferences

	Florida International University						
Exchange arrangements which probably would be:	College of Arts & Sciences	College of Business Adminis.	School of Education	School of Hospitality Mgmt.	School of Nursing	School of Public Affairs	College of Technology
most beneficial	4 3 1	2 1 3	5 8 9	8 9 5	8 9 3	1 2 9	10 2
easiest to arrange	1 2 9	2 1 3	1 2 9	1 2 11	8 9 3	1 2 9	2 12
most difficult to arrange	8 10 6	5 11 8	11 12 7	5 10	10 11 7	8 5 6	5 8
most successful for starting a SFEC faculty exchange program	1 2 9	1 2 3	1 2 9	12 9	8 9 3	9 1 2 10	2

INTERVIEW RESULTS: THE GUIDELINES

The guidelines provide the standards for developing a SFEC model for faculty exchange. The guidelines generate conditions under which SFEC exchange arrangements would most likely be successful. The guidelines were developed from the results of the interviews with the administrative representatives in response to the Survey for Faculty Exchange Arrangements. Responses to item 5, "What conditions or procedures do you consider as necessary for structuring and initiating any faculty exchange program?", and the Comments were especially valuable. Correspondence with consortia practicing faculty exchanges and a review of the literature listed in the bibliography were also used to help develop the guidelines.

1. Involve Administrators and Faculty

A wide range of input from administrators and faculty is needed to develop an exchange plan. Administrators serve as on-going liaisons among institutions, provide visible administrative support and a clear cooperative commitment for the exchange concept, and are able to help translate general exchange procedures into institutional practices. Faculty involvement contributes to the shape of the exchange arrangements, enhances the willingness of faculty to participate, and provides an avenue for an assessment of the exchange priorities.

2. Plan in Increments

Incremental plans have a good chance for success because reasonable objectives can be set. A certain number of easy arrangements or projects are necessary in the initial development of a faculty exchange plan to organize procedures, develop personal relationships, and foster

mutual confidence. Ventures should be in the exchange areas which appear to have a positive chance for success and are low in operational costs; institutions and faculty can then pioneer with a minimum of risk.

3. Establish a Communication Network

Administrators and faculty need to be aware of what is transpiring early in the planning stages. Explanatory exchange materials need to be distributed through an effective communication network. A communication avenue, such as newsletters or memos, provides not only for explanatory information to be distributed but also for faculty and institutional recognition.

4. Identify a Core of Willing Institutions and Faculty

A plan of faculty exchange should begin with willing supporters. Initial faculty exchange arrangements should be developed with institutions which support the faculty exchange concept, and with faculty whose attitudes and actions indicate a willingness to translate support into active participation.

5. Set General Procedures

Procedures should be adaptable, but stable enough to permit long range planning. General procedures allow participating institutions to fit the exchange procedures into their overall educational planning and working practices. The procedures for any faculty exchange arrangement should be easy and swift at both the home and host institutions.

6. Designate a Clearinghouse

A secretarial officer or some other person is needed to serve as a clearinghouse for faculty exchange information. The clearinghouse does not carry out the exchange arrangements but, instead, is a linking

service which serves to distribute the information through the communication network. Operational costs for this linking service are secretarial costs, supplies, and copying.

7. Consider a Range of Exchange Arrangements

A member institution may participate in any given arrangement according to its own needs and interests. It is not necessary to limit the range of exchange arrangements to those that can be used by all members. Valuable exchanges needed by some but not necessarily all of the institutions should be considered in the planning priorities.

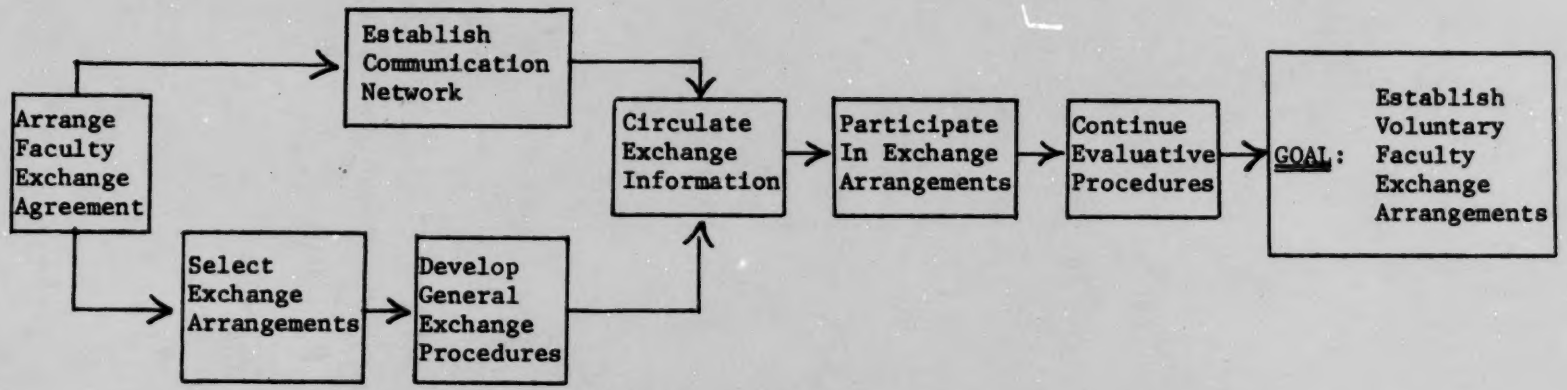
8. Develop a Procedure for Continuing Review

Faculty should be expected to share a brief written or verbal evaluative report with cooperating institutions after they have participated in a faculty exchange arrangement. This sharing will point out the strengths and weaknesses of the arrangement, and assist in the modification of future cooperative exchange ventures.

THE RECOMMENDED MODEL

The model for faculty exchange among Southeast Florida Educational Consortium institutions represents a synthesis of the guidelines, and is presented as seven steps. The accompanying action plan for the model is a working document for moving ahead with faculty exchange arrangements, and lists the efforts which need to be taken to carry out the model. The model is not restrictive in nature; an institution can enter at any sequence at any time. The model is not exclusive; arrangements and procedures other than those listed may be the most appropriate for particular institutions. The model is a plan for SFEC faculty exchange, and is depicted as a flow chart on page 18.

A MODEL FOR SFEC FACULTY EXCHANGE



The Model for Faculty Exchange

Goal: Establish voluntary faculty exchange arrangements to serve interested Southeast Florida Educational Consortium institutions.

1. Arrange a faculty exchange agreement
2. Establish an exchange communication network
3. Select exchange arrangements
4. Develop general exchange procedures
5. Circulate exchange information
6. Continue evaluative procedures

The Action Plan

The action plan is a working document for carrying out the model. Procedures and forms to accomplish the objectives of the action plan are in Appendix C, pp. 52-72, and have been designed as suggested examples rather than as final products.

1. Objective

To arrange a faculty exchange agreement.

Steps to be taken

- Prepare a Faculty Exchange Agreement (pp. 53-54)
- Faculty Exchange Agreement signed by SFEC Board of Directors

Evidence of completion

A signed Faculty Exchange Agreement

2. Objective

To establish an exchange communication network.

Steps to be taken

- The SFEC Consortium serves as a linking agent and clearinghouse of information through a secretarial officer, or the Consortium establishes other arrangements to serve as a linking agent.
- Each participating institution designates an exchange contact person. The contact person communicates with other institutions and the SFEC Consortium. The contact person distributes exchange information to his or her own institution through already established networks of councils, newsletters, memos, and meetings. The contact person has the responsibility for coordinating exchange arrangements on his or her own campus.

Evidence of completion

A list of designated exchange contact persons is distributed to SFEC member institutions.

3. Objective

To select exchange arrangements.

Steps to be taken

- Involve administrators. This has been followed with the interviews for this project.
- Involve the faculty. A Faculty Exchange Interest Survey and accompanying letter has been designed for institutions which want to include faculty in setting planning priorities (Appendix C, pp. 55-57). The Consortium general information sheet (pp. 58-59) should

accompany the Faculty Exchange Interest Survey to explain the Consortium goals, and to provide a list of SFEC member institutions.

Evidence of completion

The exchange contact person distributes a list of selected arrangements to other SFEC institutions.

4. Objective

To develop general exchange procedures.

Steps to be taken

- Use or modify the included example forms, guidelines, and procedures for carrying out selected faculty exchange arrangements (Appendix C, pp. 52-72). The forms have not been tried out, and would need to be revised, pending experience with them. Documents from the following consortia were helpful in designing the example forms: Five College, Incorporated; Associated Colleges of Central Kansas; Southeastern Association for Cooperation in Higher Education in Massachusetts; West Suburban Inter-Collegiate Council; Hudson-Mohawk Association of Colleges and Universities; the Ohio College Association; and the Associated Colleges of the St. Lawrence Valley.
- Formats for the following have been included:

  (1) Consortium Faculty Directory
  Faculty Profile for Consortium Faculty Directory, p. 60

  (2) Consortium Phone Exchange
  Format for Collecting Information for Consortium Phone Exchange, p. 61

(3) Short Term Specialization Exchange
Released Time Borrowing
Procedures for Short Term Specialization Exchange, p. 62

(4) Short Term Specialization Exchange
Extra Time Borrowing
Procedures for Short Term Specialization Exchange, p. 62

(5) Direct Exchange
Procedures for Direct Faculty Exchange, p. 63
Direct Faculty Exchange Application, p. 64
Example Agreement for Direct Faculty Exchange, p. 65

(6) Faculty Sharing
Reduced Workload Sharing
Procedures for Reduced Workload Faculty Exchange, p. 66
Reduced Workload Faculty Exchange Application, p. 67

(7) Overtime Sharing
Procedures for Overtime Workload Faculty Exchange, p. 68

(8) Joint Appointment
Procedures for Joint Appointment, p. 70

(9) Faculty Network
Procedures are not included for this--a committee, possible funding, or a general chairperson would be needed.

(10) Consortium Scholar
Procedures for a Consortium Scholar, p. 71

(11) Team Teaching
Using Technological Media*

(12) Using Student Conferences*

* Procedures are not included for Team Teaching Using Technological Media, and Using Student Conferences, as the procedures would vary greatly for each discipline. Teams would make their own general operating procedures.

Other: Other arrangements can be included as are suggested by SFEC institutions.

Evidence of completion

Approval of the general procedures by cooperating institutions.

5. Objective

To circulate exchange information.

Steps to be taken

- The approved general procedures for the selected exchange arrangements need to be printed and made available to interested institutions and faculty through the communication network.

Evidence of completion

Exchange information is received by institutions and faculty.

6. Objective

To participate in exchange arrangements.

Steps to be taken

- Willing institutions and faculty take part in the selected exchange arrangements.

Evidence of completion

The exchange arrangements have participants.

7. Objective

To continue evaluative procedures.

Steps to be taken

- Use or modify the evaluation form (p. 72) to evaluate the faculty exchange arrangements.

Evidence of completion

Changes, if any, are made based on the evaluation reports and circulated through the communication network.

Model Timeline

The following timeline is a suggested general sequence:

Faculty exchange agreement signed	Fall, 1983
Exchange communication network established	Spring, 1984
Exchange arrangements selected	Spring, 1984
General exchange procedures developed	Spring, 1984
Exchange information circulated	Fall, 1984
Participation in exchange arrangements	Fall, 1985
Continue evaluative procedures	On-going

The Operating Costs

There are continuing costs of supplies and copying materials. Consortium or other linking services are needed as a clearinghouse. Support funds for faculty exchange are included in the annual dues paid by member SFEC institutions.

DISCUSSION

The recommended model was developed based on the guidelines for SFEC faculty exchange. The discussion represents a fit of the model to the guidelines.

Involve administrators and faculty. Planning with administrators has been carried out during this project. A Faculty Exchange Interest Survey (pp. 55-57) has been developed as a data collecting instrument to involve faculty in planning and setting priorities. The Interest Survey was designed to inform faculty, foster a positive attitude toward exchanges, and identify those arrangements in which the faculty would be most likely to participate. Institutions might

investigate the place of exchange activities in their promotion and tenure system.

Plan in increments. The model itself is a set of increments. Step 3 (p. 20), select exchange arrangements, provides for options which are viewed by administrators and faculty as promising ventures for initial success. Results of the SFEC interviews indicated that a Consortium Faculty Directory, or a Consortium Phone Exchange, offers a good possibility for initiating a cooperative venture.

Establish a communication network. Step 2 (p. 19), establish an exchange communication network, provides actions which need to be taken to organize the network. The model places a priority on establishing the communication network, since none of the exchange arrangements would even get started if the communication network did not function effectively. Each institution has an established means of communicating information to their faculty. The designated exchange contact person for each institution would use the existing institutional network.

Identify a core of willing institutions and faculty. Willing institutions are identified by those which sign the Faculty Exchange Agreement supporting the faculty exchange concept. Willing faculty would be identified by those volunteering to take part in exchange arrangements.

Set general procedures. General procedures are included for the action plan in Appendix C. These suggested procedures can be modified to fit the practices of an institution, and yet are stable enough to allow for overall educational planning. The procedures in Appendix C

were designed to be simple and easy to use. Step 5 (p. 23), circulate exchange information, provides for the dissemination of the general procedures. Support for the faculty exchange concept evolves into active participation through the general procedures.

Designate a clearinghouse. The role of the Consortium is viewed as the linking agent among institutions, or as being responsible for setting up a way to communicate exchange information with the institutional exchange contact person. Since the exchange contact persons communicate directly with each other, the Consortium will probably have a minor role as a clearinghouse. The Faculty Exchange Agreement includes a provision for an exchange contact person for each institution.

Consider a range of exchange arrangements. The twelve faculty exchange arrangements suggested in Step 4 (p. 21) of the model provide a wide range of possible exchange arrangements. Cooperating institutions are not restricted to any particular arrangement, nor are they limited to the possibilities of just those twelve patterns. And, once established as an exchange plan, the model has possibilities for extension to involve faculty exchange with the Faculty Exchange Center and the National Faculty Exchange network; this exchange could eventually extend the cooperation to a national level (Appendix D, pp. 73-87).

Develop a procedure for continuing review. The model specifically addresses this guideline in Step 7 (p. 23), continue evaluative procedures. The evaluative procedures supply the information for continuing or revising an exchange agreement.

CONCLUDING STATEMENT

Faculty exchange arrangements will bring expected and unexpected benefits and problems. The arrangements will encounter problems which will require time and goodwill to be solved satisfactorily. A period of interaction with the model will bring workable solutions to the problems. Time and cooperation will be needed to build precedents for fostering successful faculty exchange arrangements. General exchange procedures will evolve into a part of the successful educational practices of each institution.

The faculty exchange concept introduces a vital dimension into higher education in Southeast Florida. Member institutions of the Southeast Florida Educational Consortium are in a position to use the model to bring benefits to students, faculty, and institutions.

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APPENDIX A

MATERIALS FOR INTERVIEWS

Survey for Faculty Exchange Arrangements

Example Letter to Representatives

Faculty Exchange Arrangements: Overview Statement

Patterns of Faculty Exchange Arrangements

S F
E C

FACULTY EXCHANGE ARRANGEMENTS

(1) Consortium Faculty Directory

(2) Consortium Phone Exchange

Short Term Special. Exchange:

(3) Released Time Borrowing

(4) Extra Time Borrowing

(5) Direct Exchange

Faculty Sharing:

(6) Reduced Workload Sharing

(7) Overtime Sharing

(8) Joint Appointment

(9) Faculty Network

(10) Consortium Scholar

Team Teaching:

(11) Using Technological Media

(12) Using Student Conferences

Southeast Florida Educational Consortium
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Miami, Florida 33176

Telephone (305) 596-1131

SURVEY FOR FACULTY EXCHANGE ARRANGEMENTS

After reading the accompanying review of faculty exchange arrangements, please respond to the following. Use exchange arrangement numbers as listed at the left.

1. List the exchange arrangements which probably would be most beneficial to your institution.

   1st._____ 2nd._____ 3rd._____

   Why? _____

   _____

2. List the exchange arrangements which probably would be the easiest for your institution to arrange among the SFEC membership.

   1st._____ 2nd._____ 3rd._____

   Why? _____

   _____

3. List the exchange arrangements which probably would be the most difficult for your institution to arrange among the SFEC membership.

   1st._____ 2nd._____ 3rd._____

   Why? _____

   _____

4. List the arrangements which you think would be most successful for starting a SFEC program of faculty exchange.

   1st._____ 2nd._____ 3rd._____

   Why? _____

   _____

5. What conditions or procedures do you consider as necessary for structuring and initiating any faculty exchange program?

   _____

   _____

Comments:

Appendix A

SOUTHEAST FLORIDA EDUCATIONAL CONSORTIUM
11011 S.W. 104th Street / Miami, Florida 33176 / Telephone (305) 596-1131

EXAMPLE LETTER TO REPRESENTATIVES

May 10, 1983

Dr. Marilyn Floyd, Interim Director
Inter-Institutional Relations
Florida Atlantic University
Boca Raton, FL 33431

Dear Dr. Floyd:

The Southeast Florida Educational Consortium has begun a project to develop a faculty exchange model to serve member institutions who might want to participate in cooperative faculty exchange agreements in the future. Your name has been given to me as the representative from Florida Atlantic University for this project. I would like to request an interview with you for the purpose of identifying promising faculty exchange arrangements as they relate to your institution. In preparation for this interview I am enclosing background information which includes an overview statement and a review of faculty exchange arrangements used by other existing consortia. The attached Survey for Faculty Exchange Arrangements will form the basis of the interview but need not be completed in advance.

I am looking forward to meeting with you regarding this important SFEC project and will contact your office to inquire about an appointment time.

Sincerely,

Gerry Bohning
Barry University
Faculty Exchange Project

cc: SFEC Executive Director,
Douglas E. Matthewson, Jr.

PARTNERS IN EDUCATION

EQUAL ACCESS/EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION EDUCATIONAL INSTITUTIONS

Appendix A

SOUTHEAST FLORIDA EDUCATIONAL CONSORTIUM
11011 S.W. 104th Street / Miami, Florida 33176 / Telephone (305) 596-1131

FACULTY EXCHANGE ARRANGEMENTS
Overview Statement

One of the vital cooperative efforts among SFEC institutions is the possibility of a faculty exchange agreement. The member institutions of the SFEC have faculty representing many diverse curriculum areas and specializations within each area. A faculty exchange plan among the SFEC membership would allow institutions to benefit from this diversity. Among the many positive reasons for supporting interinstitutional faculty exchange are benefits of program enrichment, broader educational experiences for students, and increased opportunities for faculty to establish contacts with their colleagues at other institutions.

The SFEC is in the process of developing an exchange model to serve member institutions who might want to participate in faculty exchange agreements in the future. In order to accomplish this effectively, it is necessary to collect information from each institution to identify the more promising exchange arrangements, identify limiting conditions, and to set planning priorities.

Faculty exchange is defined as an interinstitutional arrangement of giving and receiving of time and services. There are twelve basic patterns of faculty exchange with each arrangement offering different benefits and posing different problems. The SFEC faculty exchange model will probably be designed in stages with beginning exchange arrangements in place before others are added. The following information is a description of the possible arrangements for interinstitutional faculty exchange. Please identify the exchange arrangement(s) which you see as most likely to benefit your institution and as having good possibilities for initiating a faculty exchange model among SFEC membership.

PATTERNS OF FACULTY EXCHANGE ARRANGEMENTS

The following is a review of faculty exchange arrangements used by other existing consortia. Each arrangement is defined and some of the benefits and problems are listed under the Considerations. Please identify the exchange arrangement(s) which you see as most likely to benefit your institution and as having good possibilities for initiating an exchange model among SFEC membership.

CONSORTIUM FACULTY DIRECTORY

An arrangement which results in an annually published directory of faculty who have indicated a willingness to meet with students or faculty from other institutions in classroom or informal settings to discuss specialized topics in which they possess interest and expertise. Contact with individuals listed in the directory is made directly by the faculty member wishing to extend the invitation for a discussion or exchange lecture.

Considerations

+ Gives students and faculty exposure to a wider range of perspectives
+ Recognizes distinctiveness of faculty talent
+ Opens communication between faculty with similar interest and expertise

- Collection and updating of information
- Cost of directory
- Travel costs
- Willingness of faculty to participate

CONSORTIUM PHONE EXCHANGE

An arrangement which results in a phone directory of faculty listed by discipline or course-related format. The purpose is to facilitate the identification of appropriate faculty with whom communication can be established at other institutions. A faculty member can phone his or her counterpart at another institution for general or specific information. No off-campus time is involved with phone exchanges.

Considerations

+ Establishes communication network
+ New faculty can make contact with experienced members at other institutions

- Collection and updating of information
- Cost of directory

SHORT TERM SPECIALIZATION EXCHANGE

An arrangement by which a faculty member lends expertise to another institution for a special task or as a consultant requiring a short time. This type of arrangement often includes administrative personnel as well as faculty for short term exchange. Stipend and travel reimbursement are mutually negotiated prior to the exchange. This arrangement includes two formats:

Released Time Borrowing. The specialist is released from all or part of home institution duties for the period he or she is engaged with a special task at another institution.

Extra Time Borrowing. The specialist maintains home duties in addition to a special task at another institution.

Considerations

+ Recognition of expertise
+ Reassertion of one's value
+ Long range benefits to the institution

- Communicating need to those with special expertise
- Approval of released or extra time
- Varying stipends for expertise

DIRECT EXCHANGE

An arrangement by which faculty members exchange campuses and responsibilities for a summer, semester or a year. The home institution continues with contract provisions and benefits. This is a one-for-one exchange but need not be in the same discipline.

Considerations

+ Expands faculty options
+ Introduces faculty to new colleagues and students
+ Challenges with a change in work environment

- Communicating exchange information to interested faculty
- Approval procedures for the exchange
- Number of faculty willing to participate

FACULTY SHARING

An arrangement by which a faculty member teaches for more than one institution for a summer, semester or a year. This arrangement includes two formats:

Reduced Workload Sharing. The workload of the faculty member at the home institution is reduced to accommodate the responsibilities of teaching at another institution. The host institution reimburses pro rata the home institution.

Overtime Sharing. The faculty member teaches at another institution as an overload for a prearranged stipend paid to the faculty member.

Considerations

+ Strengthens a program
+ Allows for a modest growth of a program
+ Provides for feedback between institutions

- Communicating need to interested faculty
- Differences of academic calendar
- Approval of reduced or overtime workload
- Incentives for faculty participation

JOINT APPOINTMENT

An arrangement by which a faculty member is jointly appointed and shared by two or more institutions to provide a full-time equivalent position. This requires contract negotiations and stipulations with one of the institutions consenting to serve as the home institution.

Considerations

+ Strengthens an existing program
+ Allows for program expansion
- Joint contract agreement
- Differences of academic calendar
- Differences of expectations

FACULTY NETWORK

An arrangement by which faculty with similar disciplines, scholarly pursuits, or specialized efforts are brought together on a regular basis for meetings, workshops or seminars to establish an interinstitutional network of communication and cooperation.

Considerations

+ Expands cooperative involvement
+ Improves communication for solving problems
+ Provides chance to share
- Funds
- Added faculty responsibility
- Sustaining the effort
- Not recognized in institutional reward system

CONSORTIUM SCHOLAR

An arrangement by which a scholar from a SFEC member institution is selected for a semester or a year as a consortium scholar to teach short courses or hold seminars and forums on several campuses. All participating institutions contribute funds to the scholar's home institution pro rata for time and services. This arrangement could include an emeritus professor from an SFEC institution. It could also include guest faculty (or experts) of national or international prominence as featured speakers for lectures, forums, or seminars on several campuses. Institutions utilizing the guest share expenses.

Considerations

+ Students have access to in-depth study
+ Uses a unique resource to enrich a program
+ Makes wise use of faculty scholarship
- Selection of scholar
- Coordinating the scholar's activities
- Evaluating the program

TEAM TEACHING

An arrangement by which a faculty member teams with colleagues from one or several institutions to complement course work. This arrangement includes two formats:

Using Technological Media. Faculty members team to teach a course through technological media, such as with video tapes or TV.

Using Student Conferences. Faculty members team to plan for students to share scholarly papers or other works in a conference format.

Considerations

+ Enriches instructional opportunities
+ Easy way to exchange expertise
+ Provides a different type of learning experience for students
+ Broadens student interests

- Funds
- Requires preparation time
- Scheduling
- Initiating the team effort
- Equipment and production problems

APPENDIX B

INTERVIEW SUMMARIES

Summary: Barry University

Biscayne College

Broward Community College

Florida Atlantic University

Florida International University

Miami Christian College

Miami-Dade Community College

Nova University

Palm Beach Junior College

University of Miami

Example Letter for Summary Approval

Southeast Florida Educational Consortium
SURVEY FOR FACULTY EXCHANGE ARRANGEMENTS

Interview with: Dr. J. Patrick Lee
BARRY UNIVERSITY
June 13, 1983

1. Exchange arrangements which probably would be most beneficial to Barry University:
   Consortium Faculty Directory
   Released Time and Extra Time Borrowing, Short Term
   Direct Exchange

2. Exchange arrangements which probably would be the easiest for Barry University to arrange among the SFEC membership:
   Consortium Faculty Directory
   Released Time Borrowing
   Extra Time Borrowing

3. Exchange arrangements which probably would be the most difficult for Barry University to arrange among the SFEC membership:
   Team Teaching Using Technological Media
   Team Teaching Using Student Conferences
   Consortium Scholar

4. Arrangements which probably would be most successful for starting a SFEC program of faculty exchange:
   Consortium Faculty Directory
   Faculty Network
   Released Time and Extra Time Borrowing

5. Conditions or procedures considered necessary for structuring and initiating any faculty exchange program:
   - Help faculty become aware of benefits
   - A desire by cooperating institutions to make it a success

COMMENTS

- Information about a faculty exchange program could be circulated at a faculty assembly, by the deans, at discipline meetings
- Faculty could be encouraged to participate in a faculty exchange program by administrative support and by making the arrangements to facilitate, rather than encumber, the faculty member
- All of the exchange arrangements would help at certain times in special areas
- Faculty exchanges would give the faculty a chance to "sample the waters" at other institutions
- Sharing the expenses for a specialist would be a favorable cost factor

Southeast Florida Educational Consortium
SURVEY FOR FACULTY EXCHANGE ARRANGEMENTS

Interview with: Father James M. McCartney
BISCAYNE COLLEGE
May 31, 1983

1. Exchange arrangements which probably would be most beneficial to Biscayne College:
   Direct Exchange
   Consortium Phone Exchange
   Consortium Faculty Director

2. Exchange arrangements which probably would be the easiest for Biscayne College to arrange among the SFEC membership:
   Consortium Faculty Directory
   Consortium Phone Exchange
   Consortium Scholar

3. Exchange arrangements which probably would be the most difficult for Biscayne College to arrange among the SFEC membership:
   Joint Appointment

4. Arrangements which probably would be most successful for starting a SFEC program of faculty exchange:
   Direct Exchange
   Consortium Faculty Directory
   Consortium Phone Exchange

5. Conditions or procedures considered necessary for structuring and initiating any faculty exchange program:
   - Collect data on faculty that would be available and interested in an exchange program

COMMENTS

- Information about a faculty exchange program could be circulated through the weekly faculty newsletter and memos
- Faculty could be encouraged to take part in a faculty exchange program through personal encouragement and through a faculty forum meeting
- Direct exchanges are helpful as they can be short term; meeting the needs of the faculty member and the institution

Southeast Florida Educational Consortium
SURVEY FOR FACULTY EXCHANGE ARRANGEMENTS

Interview with: Dr. Donald A. Carlson
BROWARD COMMUNITY COLLEGE
June 1, 1983

1. Exchange arrangements which probably would be most beneficial to Broward Community College:
   - Released Time Borrowing
   - Extra Time Borrowing
   - Joint Appointment

2. Exchange arrangements which probably would be the easiest for Broward Community College to arrange among the SFEC membership:
   - Consortium Phone Exchange
   - Consortium Faculty Directory
   - Direct Exchange

3. Exchange arrangements which probably would be the most difficult for Broward Community College to arrange among the SFEC membership:
   - Team Teaching Using Technological Media
   - Reduced Workload Sharing
   - Overtime Sharing

4. Arrangements which probably would be most successful for starting a SFEC program of faculty exchange:
   - Consortium Faculty Directory
   - Consortium Phone Exchange
   - Direct Exchange

5. Conditions or procedures considered necessary for structuring and initiating any faculty exchange program:
   - The arrangements should be in keeping with union concerns, such as workload
   - Cost effectiveness
   - Maintain an attitude of cooperation

COMMENTS

- Information about a faculty exchange program could be circulated through campus memorandums and through the deans
- Faculty could be encouraged to participate in a faculty exchange through support and encouragement from the administration; travel compensation might be considered
- There should be a follow-up forum for sharing after a faculty member has participated in an exchange
- An exchange would provide a different challenge for a faculty member and make use of expertise
- Exchanges could be helpful in areas of vocational/technical

Southeast Florida Educational Consortium
SURVEY FOR FACULTY EXCHANGE ARRANGEMENTS

Interview with: Dr. Marilyn Floyd
FLORIDA ATLANTIC UNIVERSITY
June 6, 1983

1. Exchange arrangements which probably would be most beneficial to Florida Atlantic University:
   Reduced Workload Sharing
   Released Time Borrowing, Short Term
   Joint Appointment

2. Exchange arrangements which probably would be the easiest for Florida Atlantic University to arrange among the SFEC membership:
   Consortium Phone Exchange
   Overtime Sharing
   Released Time Borrowing, Short Term

3. Exchange arrangements which probably would be the most difficult for Florida Atlantic University to arrange among the SFEC membership:
   Joint Appointment
   Direct Exchange

4. Arrangements which probably would be most successful for starting a SFEC program of faculty exchange:
   Faculty Network
   Released Time and Extra Time Borrowing, Short Term

5. Conditions or procedures considered necessary for structuring and initiating any faculty exchange program:
   - Involve the faculty early
   - Consider joint endeavors first, such as faculty network
   - What policies of other institutions would promote or hinder a faculty exchange
   - A consideration of the legal and contractual responsibilities of each institution co-operating in an exchange

COMMENTS

- Information about a faculty exchange program could be circulated through academic councils, the deans, faculty senate, memos, meetings
- Faculty could be encouraged to participate in a faculty exchange program by personal types of recognition, verbal or written; by recognition at professional meetings; investigate exchange activity as a tenure activity
- Joint appointments would be helpful in limited demand areas, as music education
- Released time borrowing would allow a need to be filled without a major expenditure
- Consideration should be given to evaluation of the program and faculty recognition
- Arrangements such as the Faculty Directory and Phone Exchange are really necessary tools to get started

Southeast Florida Educational Consortium
SURVEY FOR FACULTY EXCHANGE ARRANGEMENTS

Received from: Dr. Paul D. Gallagher
FLORIDA INTERNATIONAL UNIVERSITY
July 15, 1983

COMMENTS

College of Arts and Sciences
- The most transitory involvements will be less objective but are the best beginning
- Could not afford the inevitable loss of time to teaching and research of joint appointment, consortium scholar, and reduced workload
- Consider budget

College of Business Administration
- Important condition: budgetary considerations
- This is an idea whose time has not come for business schools

School of Education
- Affiliated doctoral programs delivery system would be facilitated by planned, systematic exchange/sharing of expertise. Faculty in small programs would benefit from exchange of new ideas, procedures
- Consortium faculty directory, phone exchange, and released time borrowing would be a good starting point for other arrangements with minimal time, effort, planning and resources required; minimal disruption of existing program delivery system
- Using technological media, student conferences, and overtime sharing would require considerable time, effort, coordination and resources which cannot be spared at this time; faculty efforts are currently being maximally utilized in reorganization, program revision and program development
- Necessary conditions include faculty interest and support, avoiding premature announcements of possible opportunities, ensuring sufficient planning, guaranteeing adequate resources

School of Hospitality Management
- Joint appointment, faculty network, and direct exchange could strengthen program and increase articulation
- Consider logistical ease, human problems and arrangements
- Necessary condition is acceptance of philosophy

School of Nursing
- Joint appointment, faculty network, and released time borrowing best meet the needs of a new and developing program such as the baccalaureate nursing program
- The School of Nursing faculty workload is not conducive to consortium scholar, team teaching with technological media, overtime sharing
- Necessary conditions include clear identification of benefits to participating institutions, clearly defined mechanisms for the exchange arrangements
- The School of Nursing endorses the concept of faculty exchange arrangements and we would willingly participate in such a program

School of Public Affairs
- Opens communications between faculty with similar interest and expertise
- Consider cost, vested interests
- Necessary conditions include appropriate fiscal support, facilities and coordination

College of Technology
- Necessary condition is a clear statement of benefits to faculty involved

Southeast Florida Educational Consortium
SURVEY FOR FACULTY EXCHANGE ARRANGEMENTS

Interview with: Dr. Harlan Wyborny
MIAMI CHRISTIAN COLLEGE
June 2, 1983

1. Exchange arrangements which probably would be most beneficial to Miami Christian College:
   Consortium Faculty Directory
   Consortium Phone Exchange
   Extra Time Borrowing

2. Exchange arrangements which probably would be the easiest for Miami Christian College to arrange among the SFEC membership:
   Consortium Faculty Directory
   Consortium Phone Exchange

3. Exchange arrangements which probably would be the most difficult for Miami Christian College to arrange among the SFEC membership:
   Team Teaching Using Technological Media
   Team Teaching Using Student Conferences
   Joint Appointment

4. Arrangements which probably would be most successful for starting a SFEC program of faculty exchange:
   Consortium Faculty Directory
   Consortium Phone Exchange
   Released Time and Extra Time Borrowing

5. Conditions or procedures considered necessary for structuring and initiating any faculty exchange program:
   - Institutional requirement that faculty be of the Evangelical Christian faith; this would limit exchanges to general education area

COMMENTS

- Information about a faculty exchange program could be circulated at faculty meetings and by memo
- Faculty could be encouraged to participate in a faculty exchange through positive personal administrative support
- Short term exchanges would provide faculty with opportunities to share in Biblical languages area
- Consortium Faculty Directory and Consortium Phone Exchange are needed as resources before exchanges could take place
- Incidental costs of the arrangements would have to be minimal

Southeast Florida Educational Consortium
SURVEY FOR FACULTY EXCHANGE ARRANGEMENTS

Interview with: Dr. J. Terence Kelly
MIAMI-DADE COMMUNITY COLLEGE
October 17, 1983

1. Exchange arrangements which probably would be most beneficial to Miami-Dade Community College: Joint Appointment
   Consortium Scholar
   Direct Exchange

2. Exchange arrangements which probably would be the easiest for Miami-Dade Community College to arrange among the SFEC membership:
   Consortium Faculty Directory
   Consortium Scholar
   Direct Exchange

3. Exchange arrangements which probably would be the most difficult for Miami-Dade Community College to arrange among the SFEC membership:
   Team Teaching Using Technological Media
   Team Teaching Using Student Conferences

4. Arrangements which probably would be most successful for starting a SFEC program of faculty exchange:
   Consortium Scholar
   Direct Exchange
   Joint Appointment

5. Conditions or procedures considered necessary for structuring and initiating any faculty exchange program:
   - Comparable workload is a concern
   - Administrative commitment is needed
   - Faculty should not lose out on benefits by being away from their institutions

COMMENTS

- Exchanges would produce a cross-fertilization of ideas and a better understanding of strengths and problems of other institutions
- Exchanges under essentially the same workload hold promise
- Exchanges could provide special recognition in an area of interest
- Team teaching would require too much time for coordination, planning, and preparation
- Exchange of administrators could be considered
- Sharing faculty talent for a term would be very useful to give students special opportunities, as selected exchanges in nursing
- A faculty orientation would be needed for the institution and the department
- Consider a selection process so that it would be prestigious to be part of an exchange
- An exchange should have an orientation, the exchange experience, and a follow-up as closure
- Information about faculty exchanges could be communicated to faculty by department chairs through the associate and academic deans
- Direct communication, department to department, would be helpful in meeting pressing institutional needs, and in planning new programs
- Positives should be associated with exchanges, such as recognition in institutional publications

Southeast Florida Educational Consortium
SURVEY FOR FACULTY EXCHANGE ARRANGEMENTS

Interview with: Dr. Phillip DeTurk
NOVA UNIVERSITY
July 6, 1983

1. Exchange arrangements which probably would be most beneficial to Nova University:
   Consortium Faculty Directory
   Team Teaching Using Technological Media
   Consortium Scholar

2. Exchange arrangements which probably would be the easiest for Nova University to arrange among the SFEC membership:
   Overtime Sharing
   Consortium Faculty Directory

3. Exchange arrangements which probably would be the most difficult for Nova University to arrange among the SFEC membership:
   Joint Appointment

4. Arrangements which probably would be most successful for starting a SFEC program of faculty exchange:
   Consortium Faculty Directory
   Released Time and Extra Time Borrowing

5. Conditions or procedures considered necessary for structuring and initiating any faculty exchange program:
   - Approval of the central administration of the cooperating institutions
   - An informed faculty; faculty initiative to participate
   - A clear understanding of responsibilities

COMMENTS

- Information about a faculty exchange program could be circulated through the administrative council, program directors, weekly newsletters, memos
- Faculty could be encouraged to take part in a faculty exchange program through administrative enthusiasm for projects, a commitment to find workable opportunities
- The faculty exchange role of the consortium should be creative and serve as a catalyst rather than to be regulatory
- Too many regulations would make faculty exchanges difficult to get off the ground
- Procedures should allow two or more institutions to cooperate in ways which they find most effective

Southeast Florida Educational Consortium
SURVEY FOR FACULTY EXCHANGE ARRANGEMENTS

Interview with: Dr. Elisabeth Erling
PALM BEACH JUNIOR COLLEGE
May 25, 1983

1. Exchange arrangements which probably would be most beneficial to Palm Beach Junior College:
   - Joint Appointment
   - Overtime Sharing
   - Consortium Scholar

2. Exchange arrangements which probably would be the easiest for Palm Beach Junior College to arrange among the SFEC membership:
   - Consortium Faculty Directory
   - Consortium Phone Exchange
   - Faculty Network

3. Exchange arrangements which probably would be the most difficult for Palm Beach Junior College to arrange among the SFEC membership:
   - Direct Exchange
   - Team Teaching Using Student Conferences
   - Reduced Workload Sharing

4. Arrangements which probably would be most successful for starting a SFEC program of faculty exchange:
   - Joint Appointment
   - Overtime Sharing
   - Consortium Scholar

5. Conditions or procedures considered necessary for structuring and initiating any faculty exchange program:
   - A gradual phasing in of a faculty exchange program
   - Cost effectiveness
   - Commitment of each institution to cooperate for faculty exchange
   - Varying arrangements so institutions can participate in varying degrees

COMMENTS

- Information about a faculty exchange program could be circulated by the Monday intra-institution report, memos of the information
- Faculty could be encouraged to participate in a faculty exchange program through departmental meetings and personal encouragement
- A joint appointment allows the costs to be shared when a full-time faculty member is not needed, would help in program decision-making
- A faculty network would enable faculty to meet their counterpart and to exchange ideas
- The initial arrangements should help the institution and faculty get used to exchanges
- Regarding direct exchange—how productive would the exchanged faculty member be as compared to one who has been on campus several years, in relation to committee work and program development

Southeast Florida Educational Consortium
SURVEY FOR FACULTY EXCHANGE ARRANGEMENTS

Interview with: Dr. Sidney L. Besvinick
UNIVERSITY OF MIAMI
May 31, 1983

1. Exchange arrangements which probably would be most beneficial to the University of Miami:
   Faculty Network
   Consortium Phone Exchange
   Team Teaching Using Technological Media

2. Exchange arrangements which probably would be the easiest for the University of Miami to arrange among the SFEC membership:
   Consortium Phone Exchange

3. Exchange arrangements which probably would be the most difficult for the University of Miami to arrange among the SFEC membership:
   Joint Appointment
   Reduced Workload Sharing
   Released Time Borrowing, Short Term

4. Arrangements which probably would be most successful for starting a SFEC program of faculty exchange:
   Consortium Phone Exchange

5. Conditions or procedures considered necessary for structuring and initiating any faculty exchange program:
   - A general arrangement would be best with specifics to be worked out by the involved institutions
   - The many positive affects of cooperation should be stressed

COMMENTS

- Information about a faculty exchange program could be circulated through Veritas and memorandums from the administration offices
- Faculty could be encouraged to take part in a faculty exchange program through statements of support for the exchange concept from central administration
- A faculty network would help extend sharing and strengthen long term participation in exchanges; research might be a part of the network
- An administrative network would be valuable to serve as a clearinghouse for information
- A phone directory can increase communication; privacy of the publication must be considered
- Joint appointments have major problems of tenure, work assignments, and retirement benefits
- Consider starting with exchange arrangements which have potential for success to demonstrate the value and usefulness of faculty exchanges

Appendix B

SOUTHEAST FLORIDA EDUCATIONAL CONSORTIUM
11011 S.W. 104th Street / Miami, Florida 33176 / Telephone (305) 596-1131

EXAMPLE LETTER FOR SUMMARY APPROVAL

July 1, 1983

Dr. Sidney L. Besvinick
Associate Provost
University of Miami
Coral Gables, FL 33124

Dear Dr. Besvinick:

Thank you for your time and cooperation for the SFEC faculty exchange interview. I have summarized the interview responses as they related to the Survey for Faculty Exchange Arrangements. The enclosed summary is the draft for your perusal. If I have recorded any incorrect information or if you would like to make any corrections, additions, or deletions, please make the changes and send the corrected copy to me during July.

I hope that you have a pleasant summer.

Sincerely,

Gerry Bohning
Barry University
Faculty Exchange Project

cc: SFEC Executive Director,
Douglas E. Matthewson, Jr.

PARTNERS IN EDUCATION

EQUAL ACCESS/EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION EDUCATIONAL INSTITUTIONS

APPENDIX C

MATERIALS FOR THE MODEL ACTION PLAN

Faculty Exchange Agreement

Faculty Exchange Interest Survey

Example Letter to Faculty

Consortium Information Sheet

Faculty Profile for Consortium Faculty Directory

Format for Collecting Information for Consortium Phone Exchange

Procedures for Short Term Specialization Exchange

Procedures for Direct Faculty Exchange

Direct Faculty Exchange Application

Example Agreement for Direct Faculty Exchange

Procedures for Reduced Workload Faculty Exchange

Reduced Workload Faculty Exchange Application

Procedures for Overtime Workload Faculty Exchange

Procedures for Joint Appointment

Procedures for a Consortium Scholar

Evaluation of Faculty Exchange

Appendix C

SOUTHEAST FLORIDA EDUCATIONAL CONSORTIUM
11011 S.W. 104th Street / Miami, Florida 33176 / Telephone (305) 596-1131

FACULTY EXCHANGE AGREEMENT

Purpose

The purpose of this agreement is to support and encourage voluntary faculty exchange arrangements among Southeast Florida Educational Consortium member institutions. A faculty exchange agreement serves the objectives of broader educational experiences for students, increased opportunities for faculty, and extended interinstitutional communication and cooperation.

Definition

Faculty exchange is defined as the cooperative arrangements between or among institutions for the exchange of faculty expertise, time, and services.

Policy Agreement and Guidelines

1. Faculty exchange arrangements are subject to the approval of the presidents of the cooperating institutions.

2. Each cooperating SFEC institution shall designate an exchange contact person at the vice president or dean level to expedite communication. This person will provide at least one faculty member who will be willing to participate. Appointments of volunteers to participate, names, addresses, discipline expertise, and availability are to be provided each academic year to the SFEC Executive Office.

3. The SFEC Executive Director will establish an inventory of faculty exchange information and distribute to the exchange contact person at participating colleges and universities.

4. Faculty members are accorded academic freedom to develop exchange lectures, seminars, workshops, course or other scholarly efforts, subject to the normal standards, procedures, and administrative structure of a host institution.

5. Faculty members who participate in exchange arrangements shall be expected to share and/or evaluate the experience. Evaluation of exchange arrangements shall be communicated between the institutions involved and the SFEC Executive Office.

6. Existing faculty exchange arrangements between member institutions shall remain unchanged or, if appropriate, may be included within the SFEC agreement.

7. This agreement shall remain in effect from year to year, may be modified at any time to improve cooperative aspects of the agreement, and is under the direction of the Southeast Florida Educational Consortium.

PARTNERS IN EDUCATION

EQUAL ACCESS/EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION EDUCATIONAL INSTITUTIONS

Appendix C

SOUTHEAST FLORIDA EDUCATIONAL CONSORTIUM BOARD OF DIRECTORS
(Presidents of Consortium Member Institutions)

The undersigned approve and agree to participate as stipulated in this agreement:

SFEC Participating President's Signature	Institution	Date

Agreement Received and Enacted by SFEC:

Douglas E. Matthewson, Jr. Date
Executive Director
Southeast Florida Educational Consortium

EXAMPLE FACULTY EXCHANGE INTEREST SURVEY

This survey has been developed to assess faculty interest toward faculty exchange agreements among the Southeast Florida Educational Consortium membership. Responses will not indicate a commitment, but merely will aid in determining faculty interest. There is a brief description of possible exchange arrangements on the back of this sheet. After reading the descriptions, please respond to the following questions and return the survey within the week.

1. How would you characterize your willingness to participate in the following faculty exchange arrangements? Use a check (✓).

FACULTY EXCHANGE ARRANGEMENTS	Very Willing	Willing	Maybe	Unwilling	Very Unwilling	No Opinion	
Consortium Faculty Directory							
Consortium Phone Exchange							
Short Term Specialization Sharing							
Released Time Borrowing							
Extra Time Borrowing							
Direct Exchange							
Faculty Sharing							
Reduced Workload Sharing							
Overtime Sharing							
Joint Appointment							
Faculty Network							
Consortium Scholar							
Team Teaching							
Using Technological Media							
Using Student Conferences							

2. What rewards or satisfactions would you anticipate from your participation in an exchange arrangement? _____

3. What problems, if any, might impede your considering a faculty exchange arrangement? _____

4. Please list your suggestions and/or reactions concerning any of the exchange arrangements. _____

5. Overall, do you think a program of faculty exchange among the SFEC membership should be pursued? _____ yes _____ no _____ no opinion

Please indicate your discipline: _____

THANK YOU FOR COMPLETING THIS INTEREST SURVEY.

DESCRIPTION OF FACULTY EXCHANGE ARRANGEMENTS

CONSORTIUM FACULTY DIRECTORY

An arrangement which results in a published directory of faculty who have indicated a willingness to meet with students or faculty from other institutions to discuss specialized topics in which they possess interest and expertise. Contact with individuals listed in the directory would be made directly by a faculty member wishing to extend the invitation for an exchange lecture, discussion, or forum.

CONSORTIUM PHONE EXCHANGE

An arrangement which results in a phone directory of faculty listed by discipline or course-related format. The purpose is to facilitate the identification of appropriate faculty with whom communication could be established at other institutions.

SHORT TERM SPECIALIZATION SHARING

An arrangement by which a faculty member lends expertise to another institution for a special task, or as a consultant, requiring a short time. This arrangement includes two formats:

- Released Time Borrowing. The specialist is released from all or part of home institution duties for the period he or she is engaged with a special task at another institution.
- Extra Time Borrowing. The specialist maintains home duties in addition to a special task at another institution.

DIRECT EXCHANGE

An arrangement by which faculty members exchange campuses and responsibilities for a summer, semester, or a year.

FACULTY SHARING

An arrangement by which a faculty member teaches for more than one institution for a summer, semester, or a year. This arrangement includes two formats:

- Reduced Workload Sharing. The workload of the faculty member at the home institution is reduced to accommodate the responsibilities of teaching at another institution; the host institution reimburses pro rata the home institution.
- Overtime Sharing. A faculty member teaches at another institution as an overload for a prearranged stipend paid to the faculty member.

JOINT APPOINTMENT

An arrangement by which a faculty member is jointly appointed and shared by two or more institutions to provide a full-time equivalent position.

FACULTY NETWORK

An arrangement by which faculty with similar disciplines, scholarly pursuits, or specialized efforts, are brought together on a regular basis to establish an interinstitutional network of communication and cooperation.

CONSORTIUM SCHOLAR

An arrangement by which a scholar from a SFEC member institution is selected for a semester or a year as a consortium scholar to teach courses and hold seminars or forums on several campuses.

TEAM TEACHING

An arrangement by which a faculty member teams with colleagues from one or several institutions to complement course work. This arrangement includes two formats:

- Using Technological Media. Faculty members team to teach a course through technological media, such as with video tapes or TV.
- Using Student Conferences. Faculty members team to plan for students to share scholarly works or performances in a conference format.

EXAMPLE LETTER TO FACULTY

Date

Dear Faculty Member:

A vital objective of the Southeast Florida Educational Consortium is to foster cooperation among colleges and universities for the benefit of students, faculty, and the communities which they serve. One of the important opportunities for cooperation among the SFEC member institutions is the possibility of faculty exchange arrangements. Among the many positive reasons for supporting interinstitutional faculty exchange are benefits of broader educational experiences for students, program enrichment, and increased opportunities for faculty to establish contacts with their colleagues at other institutions.

The Southeast Florida Educational Consortium is presently exploring faculty interest in exchange arrangements for the purpose of developing cooperative agreements among institutions which might want to participate in such agreements in the future. In order to accomplish this effectively, it is necessary to collect information to determine faculty interest and to identify priorities for planning. The enclosed Faculty Exchange Interest Survey is intended as a planning aid. It would be appreciated if you would give this interest survey a priority on your time schedule, and complete it within the week. Your cooperation in this important SFEC project will be appreciated.

Please return the completed survey to:

SFEC

SOUTHEAST FLORIDA EDUCATIONAL CONSORTIUM
11011 S.W. 104th Street / Miami, Florida 33176 / Telephone (305) 596-1131

The Southeast Florida Educational Consortium, established in 1976, is an association of public and private community colleges, colleges and universities serving the residents of Broward, Dade, Monroe and Palm Beach Counties. There are sixteen postsecondary educational institutions in the Consortium geographical area. These institutions have a combined enrollment in excess of 160,000 students, and serve many thousands more persons annually through outreach activities. Currently, twelve institutions in southeast Florida are formal members of the Consortium.

Goal and Objectives

The goal of the Consortium is to plan, provide, facilitate or enhance on a regional basis comprehensive, complementary, and cost-effective educational programs, adult continuing education, community outreach activities, instructional support services and student services for college and university members. Additionally, prime objectives of the Consortium are to foster interaction among colleges and universities for the benefit of students and for the communities they serve including secondary schools, businesses, industries, public and private agencies, organizations and individuals.

Organization and Activities

The Presidents of the member institutions serve as the Consortium Board of Directors. They meet biannually and on other occasions as required. As programs and projects are identified and approved, task forces, project directors or special groups of educators and community representatives develop and complete cooperative arrangements to achieve the desired benefits for students, institutions and communities. The Consortium produces cooperative long-term agreements, completes annual projects and provides conferences, workshops and forums for the mutual benefit of the members and the community of Southeast Florida.

Member Colleges and Universities

The Consortium began modestly in 1976 with three charter members--Broward Community College, Florida International University, and Miami-Dade Community College. In addition to the original charter members, Consortium members beginning with fiscal year 1982 now include Barry University, Biscayne College, Florida Atlantic University, Florida Memorial College, International Fine Arts College, Miami Christian College, Nova University, Palm Beach Junior College, and the University of Miami.

Consortium Annual Membership Fees and Funding

The member institutions each contribute a proportionate fee to underwrite annual Consortium activities and Consortium administrative support. Additional funding for special projects may also be obtained separately from individual institutions, outside agencies, foundations and business organizations.

SFEC Executive Office

A Consortium executive director provides overall interinstitutional coordination, facilitates planning and the implementation of agreements, conferences, workshops and project objectives. Additional information may be obtained from: Douglas E. Matthewson, Jr., SFEC Executive Office, 11011 SW 104 Street, Miami, Florida 33176, Telephone: 305-596-1131.

Southeast Florida Educational Consortium

Colleges and Universities within the Southeast Florida Educational Consortium area--Palm Beach to Key West, Florida. This includes the Florida Counties of Broward, Dade, Palm Beach and Monroe.

*Barry University
11300 N.E. Second Avenue
Miami Shores, FL 33161
Sr. Jeanne O'Laughlin, President
305-758-3392

*Biscayne College
16400 N.W. 32nd Avenue
Miami, FL 33054
Rev. Patrick H. O'Neill, President
305-625-6000

*Broward Community College
225 East Las Olas Boulevard
Fort Lauderdale, FL 33301
Dr. A. Hugh Adams, President
305-761-7444

College of Boca Raton
Boca Raton, FL 33431
Dr. Donald E. Ross, President
305-994-0770

*Florida Atlantic University
Boca Raton, FL 33431
Dr. Helen Popovich, President
305-393-3001

*Florida International University
Tamiami Trail
Miami, FL 33199
Dr. Gregory B. Wolfe, President
305-554-2111

Florida Keys Community College
Stock Island
Key West, FL 33040
Dr. William A. Seeker, President
305-296-9081

*Florida Memorial College
15800 N.W. 42nd Avenue
Miami, FL 33054
Dr. Willie C. Robinson, President
305-625-4141

*International Fine Arts College
1737 North Bayshore Drive
Miami, FL 33132
Dr. Edward Porter, President
305-373-4684

*Miami Christian College
2300 N.W. 135th Street
Miami, FL 33167
Dr. George S. Pearson, President
305-685-7431

*Miami-Dade Community College
11011 S.W. 104th Street
Miami, FL 33176
Dr. Robert H. McCabe, President
305-596-1211

*Nova University
3301 College Avenue
Fort Lauderdale, FL 33314
Dr. Abraham S. Fischler, President
305-475-7575

Palm Beach Atlantic College
West Palm Beach, FL 33401
Dr. Claude H. Rhea, Jr., President
305-833-8592

*Palm Beach Junior College
4200 Congress Avenue
Lake Worth, FL 33461
Dr. Edward M. Eissey, President
305-439-8080

St. John Vianney College Seminary
2900 S.W. 87th Avenue
Miami, FL 33165
Rev. Robert N. Lynch, President
305-223-4561

*University of Miami
Coral Gables, FL 33124
Dr. Edward T. Foote, II, President
305-284-5155

*SFEC participating members Fiscal Year 1982-83

Sr. Jeanne O'Laughlin, President of Barry University is SFEC Chairman effective 1983-84.

SFEC Executive Office: A Consortium administrator provides overall interinstitutional coordination, facilitates planning, and the implementation of agreements or project objectives. Additional information may be obtained from: Douglas E. Matthewson, Jr., Executive Director, Southeast Florida Educational Consortium, 11011 S.W. 104 St., Miami, FL 33176, Telephone: (305) 596-1131; Suncom 476-1131.

Appendix C

EXAMPLE FACULTY PROFILE FOR CONSORTIUM FACULTY DIRECTORY

(Format for Collecting Information for Consortium Faculty Directory.)

Name:_____ Office Phone: _____

Home Institution: _____

Description of Specialty or Expertise:

_____

_____

_____

_____

_____

_____

_____

_____

I would be willing to make an exchange visit to another institution.

I would be willing to: _____ lecture; _____ take part in a forum or panel discussion; _____ hold a workshop; _____other.

Comments:

Appendix C

EXAMPLE FORMAT FOR COLLECTING INFORMATION

FOR CONSORTIUM PHONE EXCHANGE

Name: _____ Office Phone: _____

Home Institution: _____

Discipline: _____

Course Specialization:

_____

_____

_____

_____

_____

_____

EXAMPLE FOR PROCEDURES FOR SHORT TERM SPECIALIZATION EXCHANGE

RELEASED TIME BORROWING

EXTRA TIME BORROWING

SHORT TERM SPECIALIZATION EXCHANGE

An arrangement by which a faculty member lends expertise to another institution for a special task or as a consultant requiring a short time.

Released Time Borrowing. The specialist is released from all or part of home institution duties for the period he or she is engaged with a special task at another institution.

Extra Time Borrowing. The specialist maintains home duties in addition to a special task at another institution.

- Stipend and travel reimbursement are mutually negotiated prior to the exchange.
- Faculty may volunteer for a short term specialization exchange; institutions may request a faculty member for a short term specialization exchange.
- Exchange requests are communicated to the SFEC exchange contact person. Responding institutions make direct contact.

EXAMPLE PROCEDURES FOR DIRECT FACULTY EXCHANGE

DIRECT FACULTY EXCHANGE

An arrangement by which faculty members exchange campuses and responsibilities for one semester or the entire year; this is a one-for-one exchange.

Faculty members who request a direct exchange arrangement must be approved for exchange both by the home and the host institutions. There can be no guarantee that an institution will release those who apply for an exchange, nor can it be guaranteed that any other institution will accept the faculty member.

Faculty approved for direct exchange are considered employed by the home institution. Consequently, direct exchanges are reciprocated, either within the same specialty area or with other disciplines of the institution.

Direct exchanges are for one semester or for an entire academic year.

Difficulties arising during a direct exchange will be resolved at the departmental level.

Evaluation of the faculty members will be communicated between the academic deans of the two institutions involved.

SCHEDULE

September: Institutions circulate information describing the direct exchange program for the next academic year.

November: Institutions submit to the SFEC contact persons the applications of faculty members who have requested and been approved for the exchange arrangement.

December: Interested institutions contact any applicant for a resumé or interview, and finalize an exchange agreement for the next academic year.

February: Final decisions are publicized.

Appendix C

EXAMPLE DIRECT FACULTY EXCHANGE APPLICATION

Faculty Member: _____ Office Phone: _____

Title: _____ Department: _____

Institution: _____

Area of Specialty: _____

Degrees and Sources: _____

_____

_____

Courses Taught in Last Three Years:

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

CHOICE OF EXCHANGE INSTITUTION:

1st. _____ 4th. _____

2nd. _____ 5th. _____

3rd. _____ 6th. _____

PREFERENCE: _____ Fall _____ Spring _____ Entire Year

COMMENTS:

APPROVED BY HOME INSTITUTION:

_____ _____ _____

Name Title Date

NOTICE OF FIVE COLLEGE FACULTY EXCHANGE

EXAMPLE OF DIRECT FACULTY EXCHANGE

Instructions:

1. After obtaining oral agreement of the department head (school dean at Hampshire) at the lending institution, the person initiating the exchange at the *borrowing institution* (a) completes Parts I, II, and III of this form, (b) obtains signatures called for in Part III, (c) retains the yellow copy, and (d) sends the other two copies to:
2. The department head of the *lending institution* who (a) signs the appropriate line in Part II, (b) obtains the signature of the President (Provost at the University) or his designee, (c) retains the blue copy and (d) sends the white copy to:
3. The Coordinator who (a) completes and signs Part IV and (b) distributes Xerox copies as indicated below.
4. IN CASE THIS AGREEMENT IS CANCELLED, PLEASE SEND NOTICE OF CANCELLATION OR TERMINATION TO THE FIVE COLLEGE COORDINATOR.

PART I

Appointee's name _____ Soc. Sec. # _____

Home address _____

PART II

Lending Institution _____

Dept. _____ Rank _____

Basis of exchange:

_____ Overtime borrowing

_____ Released-time borrowing—show percent of time released _____

_____ Straight exchange for _____

(name)

_____ Date _____

(signature of department head)

_____ Date _____

(signature of President, Provost, or designee)

PART III

Borrowing institution _____

Dept. _____ Rank _____

Title of Course to be taught _____

Term _____ Salary $ _____ if any

_____ Date _____

(signature of department head)

_____ Date _____

(signature of President, Provost, or designee)

PART IV To be completed by Coordinator

Salary *without* fringe benefits (social security taxes if required) to be paid to appointee by _____. That institution to be reimbursed by _____ on date(s) to be agreed upon by the business offices of the two institutions.

Coordinator _____ Date _____

Distribution:

1—Appointee
1—Appointing Office of borrowing institution (President, Dean, Provost, or Designee)
1—Business Office " " "
1—President's Office of lending institution (or Dean, Provost, or Designee)
1—Business Office " " "
1—Coordinator

1-82-500 H.I.N.

Appendix C

EXAMPLE PROCEDURES FOR

REDUCED WORKLOAD FACULTY EXCHANGE

ONE COURSE EXCHANGE

REDUCED WORKLOAD FACULTY EXCHANGE

An arrangement by which a faculty member teaches one course for another institution for a summer or one semester. The exchange course is part of, not in addition to, the faculty member's regular teaching load. The workload of the faculty member at the home institution is reduced to accommodate the responsibilities of teaching at another institution.

No more than one exchange course per faculty member per semester will be approved.

The host institution reimburses pro rata the home institution.

Faculty members who request to teach an exchange course must be approved for exchange, both by the home institution and the host institution. There can be no guarantee that an institution will release those who apply for a course exchange, nor can it be guaranteed that any other institution will accept the faculty member(s).

Evaluation of the faculty member will be communicated between the academic deans of the two institutions involved.

SCHEDULE

September: Institutions circulate information describing the one course exchange program for the next academic year.

November: Institutions submit to the SFEC contact persons the applications of faculty members who have requested and been approved for a one course reduced workload exchange.

December: Interested institutions contact any applicant for a resumé or interview, and finalize an exchange agreement for the next academic year.

February: Final decisions are publicized.

Appendix C

EXAMPLE REDUCED WORKLOAD

FACULTY EXCHANGE APPLICATION

ONE COURSE EXCHANGE

Faculty Member: _____ Office Phone: _____

Title: _____ Department: _____

Institution: _____

Area of Specialty: _____

Academic Dean of Your Specialty Area: _____

Degrees and Sources: _____

_____

_____

List Courses You Prefer to Teach:

_____

_____

_____

_____

CHOICE OF EXCHANGE INSTITUTION:

1st. _____ 4th. _____

2nd. _____ 5th. _____

3rd. _____ 6th. _____

PREFERENCE: _____ Fall _____ Spring _____ Entire Year

COMMENTS:

APPROVED BY HOME INSTITUTION:

_____ _____ _____

Name Title Date

Appendix C

EXAMPLE PROCEDURES FOR

OVERTIME WORKLOAD FACULTY EXCHANGE

ONE COURSE OVERLOAD

OVERTIME WORKLOAD FACULTY EXCHANGE

An arrangement by which a faculty member teaches one course at another institution as an overload for a prearranged stipend paid to the faculty member. The exchange course is in addition to a faculty member's regular teaching load. The workload of the faculty member at the home institution is not reduced to accommodate the responsibilities of teaching at another institution.

No more than one overload course per faculty member per semester will be approved.

The host institution pays a stipend directly to the faculty member.

Faculty members who request to teach an exchange course as an overload must be approved for exchange both by the home and host institutions. There can be no guarantee that any institution will approve those who apply for a course overload, nor can it be guaranteed that any other institution will accept the faculty member.

Evaluation of the faculty member will be communicated between the faculty member and the host institution.

SCHEDULE

September: Institutions circulate information describing the one course overload exchange program for the next academic year.

Continued over

November: Institutions submit to the SFEC contact persons the applications of faculty members who have requested and been approved for a one course overtime workload exchange.

December: Interested institutions contact any applicant for a resumé or interview and finalize an exchange agreement for the next academic year.

February: Final decisions are publicized.

EXAMPLE PROCEDURES FOR JOINT APPOINTMENT

JOINT APPOINTMENT

An arrangement by which a faculty member is jointly appointed and shared by two or more institutions to provide a full-time equivalent position.

1. ___(Institution)___ will be the employing institution.
2. ___(Institution)___ will reimburse pro rata for the joint appointment.
3. No mileage allowance is provided. Travel between campuses is the responsibility of the appointed faculty member.
4. The assignment of courses will be made by the _____ chairpersons of the two institutions. A class schedule will be worked out jointly.
5. The conduct of the courses is the responsibility of the jointly appointed faculty member.
6. Courses taught will be evaluated in accordance with the procedures in effect at the campus where the courses are taught.
7. Audio visual aids will be taken care of by the institution hosting the courses. Expenses for course supplies will be authorized within the normal procedures made available for such purchases.
8. A joint appointment contract is renewed on a yearly basis.

EXAMPLE PROCEDURES FOR A CONSORTIUM SCHOLAR

CONSORTIUM SCHOLAR

An arrangement by which a scholar from a SFEC member institution is selected for a semester or a year as a consortium scholar to teach short courses or hold seminars and forums on several campuses.

The consortium scholar remains employed by the home institution. Host institutions reimburse pro rata the home institution for the consortium scholar's time and services.

The applicant initiates the arrangement. Faculty members applying as a consortium scholar submit a proposal. The proposal will include objectives, description of proposed activities, benefits, costs, professional qualifications, and suggested arrangements.

Appendix C

EXAMPLE EVALUATION OF FACULTY EXCHANGE

Name: _____

Home Institution: _____

Date: _____

DESCRIPTION OF EXCHANGE ARRANGEMENT

PROFESSIONAL REVIEW AND EVALUATION OF THE EXPERIENCE

PERSONAL REACTION TO THE EXPERIENCE

APPENDIX D

OTHER

Example Letter Requesting a Project Representative

Project Agreement for Services

National Faculty Exchange Information

Project Summary

SAMPLE LETTER SENT TO ALL SFEC AREA PRESIDENTS

SOUTHEAST FLORIDA EDUCATIONAL CONSORTIUM
11011 S.W. 104th Street
Miami, Florida 33176
Telephone (305) 596-1131

Board of Directors
College/University Presidents

Chairman
Robert H. McCabe

Directors
A. Hugh Adams
Glenwood L. Creech
Edward M. Eissey
Abraham S. Fischler
Edward T. Foote II
Jeanne O'Laughlin
Patrick H. O'Neill
George S. Pearson
Edward Porter
Willie C. Robinson
Gregory B. Wolfe

Executive Director
Douglas E. Matthewson

April 6, 1983

Please allow me to introduce Gerry M. Bohning, Ed.D., who is an Associate Professor of Education at Barry University. Dr. Bohning has been selected as a project director during Fiscal Year 1982-83, and she will complete the approved SFEC project Consortium Exchange of Faculty and Administrative Personnel.

We should like to request your assistance to identify a representative from your institution to work with Dr. Bohning. This representative will serve as the principal contact, resource person, and conduit for information about his or her respective institution and would likely be an academic vice president, dean, or personnel director. The representative's name may be provided to the SFEC Executive Office or directly to Dr. Bohning at Barry University (305-758-3392).

The primary objective of this project will be to develop a model for exchange of faculty or administrative personnel among SFEC institutions who may desire to participate in a future exchange agreement. Dr. Bohning will research other consortia exchange programs throughout the nation, and will utilize the best aspects of each for inclusion within the project model and suggested exchange agreement for the SFEC.

Dr. Bohning is developing a brief overview statement of information concerning the project which will be reviewed by the appropriate contact person prior to interview. The formalized interview process may be followed up for revision as necessary during the completion of the project. On the basis of all information, a model for faculty exchange will evolve. At the completion of the project it is expected the final product will be presented to the Board of Directors for adoption by those institutions who desire to participate.

Thank you for your cooperation in appointing an institutional representative for this important SFEC project.

Cordially,

Douglas E. Matthewson, Jr.

lg
enclosure

cc: Dr. Robert H. McCabe, Chairman SFEC
President Jeanne O'Laughlin, Director SFEC
Dr. J. Patrick Lee, Vice President for
Academic Affairs, Barry University

PARTNERS IN EDUCATION
Barry University / Biscayne College / Broward Community College / Florida Atlantic University / Florida International University / Florida Memorial College
International Fine Arts College / Miami Christian College / Miami-Dade Community College / Nova University / Palm Beach Junior College / University of Miami

Equal Access/Equal Opportunity Colleges and Universities

Appendix D

SF
EC

Southeast Florida Educational Consortium
11011 S. W. 104 Street
Miami, Florida 33176

CONTRACT OR AGREEMENT FOR SERVICES

(X) Contract for Services Exchange of faculty and/or administrative personnel; development of a model for exchange.

( ) Professional/Consultant
(X) Project Director
( ) Technical Services
( ) Other

SFEC Fiscal Agent Miami-Dade Community College, 11011 S. W. 104 Street, Miami, FL 33176
Mr. Barton D. Powell, Comptroller/Treasurer

THIS AGREEMENT, entered into as of this 7th day of March, 1983, by and between the Southeast Florida Educational Consortium, hereinafter referred to as the "SFEC," and

Dr. Gerry M. Bohning, hereinafter referred to as the "CONTRACTOR."
(name of contracting party or organization)

The Contractor shall begin performance of the agreement on the 7th day of March 1983, and shall complete performance to the satisfaction of the SFEC no later than the 30th day of June, 1983. The SFEC and the Contractor do mutually agree that the Contractor shall furnish the following service to the SFEC, and that payment shall be made in accordance with the conditions of the agreement:

DESCRIPTION OF SERVICE The faculty exchange project will develop a recommendation and model for exchange of faculty or administrative personnel among SFEC institutions and establish an SFEC agreement for such exchange. Research will be required to evaluate other existing Consortium faculty exchange agreements. Consideration must be given to the concerns associated with public/private institutional governance, faculty considerations, program/course compatible arrangements, contractual agreements, salaries, benefits, and transportation and other pertinent concerns. The concept of faculty/administrative exchange should include the benefits to be derived by educational institutions, students, program enhancements, and cooperative interaction among Consortium members. The project will require conducting interviews with vice presidents and deans of academic affairs, directors of personnel, and others in higher education in Southeast Florida.

FEC FACULTY EXCHANGE CENTER®

952 VIRGINIA AVENUE, LANCASTER, PA. 17603

The Faculty Exchange Center was established in 1973 in order to facilitate the movement of professional persons in education. The Center makes it possible for interested professors to exchange positions with colleagues in their field from institutions both on this continent and overseas where the language of instruction is English. The FEC serves as a clearinghouse and publishes a directory containing the names of the instructors as well as their institutions, rank, and field of specialization. The directory also mentions the region where the faculty members prefer to teach and travel, whether they are retired and if they are willing to exchange their house. Upon the receipt of the directory, members match themselves with one or more colleagues and initiate correspondence with them to work out the details of exchange. When these arrangements have been completed, further efforts of the persons involved, working through their Department Chairman and Dean, work out an agreement leading to an exchange. A recent survey indicated that the Deans and Academic Vice Presidents of over 200 institutions of higher learning were willing to participate in a faculty exchange program based on an arrangement whereby each institution would pay the salary of its own faculty member.

During the past nine years the Center has received encouraging remarks from participants who have negotiated exchanges, and from administrators who appreciate the supportive nature of the FEC, its informality, and value for the educational community. The Association of American Colleges' Office of Academic Affairs has encouraged member Presidents and Deans to seriously consider establishing a faculty exchange program. At a time when the lack of mobility within the profession is further worsened by the fact that a large percentage of the faculty in most institutions are tenured, faculty exchanges will help introduce mobility, new personalities, as well as new ideas into academic programs.

During the academic year 1980-1981 the Center had members from American and foreign institutions covering all the major disciplines. The roster had registrants from all parts of the United States including Guam, Hawaii, Alaska, and Virgin Islands, as well as from Canada, Hong Kong, New Zealand, Australia, New Guinea, Israel, Egypt, Spain, India Holland, Ireland, and the United Kingdom.

The Center has recently adapted a part of its program to the special interests of the teaching profession and needs of the retired faculty, who usually do not wish to teach but are interested in exchanging houses for purposes of travel and study. In some cases, where the retired faculty are interested in teaching, they may be ideal in filling the temporary needs of an institution without committing it beyond the period of a summer or semester.

In order to facilitate exchanges during summers, holidays and sabbatical leaves, the Center will now provide two house exchange supplements, to be published and distributed in the Spring and Fall, in addition to its annual directory devoted to teaching exchanges on the college and university level, issued in the Fall of the year. The house exchange supplements will be made available to teachers and administrators at all levels of the teaching profession. A special registration form (Form II) is attached for house exchange purposes.

Preparations are underway for the next FEC Directory and Supplement. You are hereby invited to fill out the appropriate form and mail it to the Center. Your name will appear in the next Supplement and/or the Fall 1983 Directory, which you will receive. You may have the current issues of the Directory or Supplement upon registration for the additional fee of $4.00 each. See forms I and II and the Registration Procedure for more information. If you have any questions, please address them to FEC at the above address.

REGISTRATION PROCEDURE

For Faculty Exchange, complete Form I and mail together with your fee to the Faculty Exchange Center. Please read carefully the following notes which relate to the Faculty Exchange Registration form:

NOTE A: Give your major field (e.g. History, Mathematics, etc.) and then list no more than three areas of interest within your discipline. The first you list will be considered your main specialty. Example: for Economics, you may list Econometrics, Labor, Banking.

NOTE B: For Geographical Preferences list no more than three priorities in descending order for locations you are willing to consider for exchange. Example: Maine, New England States, Scotland. Faculty members not in the field of foreign languages and literatures, choose countries where the language of instruction is English.

For House Exchange only, complete only Form II. After February 1983, names of registrants will appear in the Fall 1983 Supplement but they will receive the Spring issue gratis upon registration.

Directory and the Supplement will be mailed by third class. If you wish to receive your copy by Air Mail, add $2.00 to the registration fee. Overseas checks should be drawn on U.S. banks.

The $14.00 registration fee covers Form I or Form II or both together.

Appendix D

FEC FACULTY EXCHANGE CENTER®

952 Virginia Avenue
Lancaster, PA 17603
(717) 393-8985

Department of History
Franklin & Marshall College
Lancaster, PA 17604

Dear Colleagues in Administration:

We trust that you will find the accompanying material on the Faculty Exchange Center helpful and the program itself valuable. We also hope that you will give this letter the attention that it deserves, written by those of us who for the past several years have tried to make the concept of faculty exchange a reality. Administrative support is crucial in this regard as the enclosed letter from the American Association of Colleges expresses it.

As emphasized in our brochure, the Center, a non-profit faculty-administered program established in 1973, has received during the past ten years encouraging remarks from both the participants who have negotiated exchanges, and from administrators who appreciate the supportive nature of the Center, its informality, economy, and value for the educational community. We trust that those of you who are committed to educational exchanges will make your commitment known and join the Faculty Exchange Center as institutional members.

You will be serving your institution as well as this academic venture when you join the Center. The fee of $85 will enable ten members of your faculty and administration to enroll in the F.E.C. without payment of the individual registration fee of $14. Upon joining you will receive institutional membership forms and the current issues of the F.E.C. directory and supplements, thus enabling your faculty and administrators to participate in the program without delay.

Sincerely yours,

John Joseph

John Joseph
Program Coordinator

The following are some of the 150 institutions that are now members of the F.E.C.:

Adelphi University, Allegheny College, The American University, Baldwin-Wallace College, Berea College, Biscayne College, Bryn Mawr College, Bucknell University, Clark University, College of Saint Thomas, Creighton University, Denison University, Eckerd College, Emerson College, Fairfield University, Fairleigh Dickinson University, Fordham University, Hood College, Juniata College, La Salle College, Lehigh University, Loyola College in Maryland, Loyola University in New Orleans, Lycoming College, Macalester College, Marymount Manhattan College, Mercyhurst College, Mount Holyoke College, Pacific Lutheran University, Regis College, Rhode Island College, Roger Williams College, Rollins College, Skidmore College, Sweet Briar College, Ursinus College, Villanova University, Willamette University, York College of Pennsylvania.

California State College (San Bernardino & Stanislaus), California State University (Chico, Fresno, Hayward, Long Beach, & Northridge), Colorado State University, Framingham State College, Illinois State University, Indiana State University, Keene State College, Mankato State University, Oregon State University, Southeastern Massachusetts University, State University of New York College (Oswego & Potsdam), Stockton State College, Temple University, Towson State University, Trenton State College, University of Alaska, Fairbanks, University of Baltimore, University of Central Florida, University of Dayton, University of Delaware, University of Denver, University of Hartford, University of Kansas, University of Kentucky, University of Louisville, University of Nevada-Reno, University of New Mexico, University of New Orleans, University of South Florida, University of Wisconsin-Madison, University of Wyoming.

NATIONAL FACULTY EXCHANGE

A Progress Report* March 1983

1. BACKGROUND

Individual professors and higher education institutions have traditionally utilized interinstitutional mobility as a means to enhance career growth and to meet challenging educational needs. Unfortunately, education finds itself in a period where the opportunities for institutional interaction have dwindled. As a result of economic and demographic uncertainty dictating a relatively steady-state employment situation and the subsequent restriction of leave programs and travel opportunities, much of the stimulation and challenge produced by the direct confrontation and sharing by professionals is being removed from higher education.

With these conditions in mind, the National Student Exchange (NSE) convened a small group of interested individuals during the March 1982 meeting of the American Association for Higher Education. The discussion centered on the needs of both individuals and institutions and identification of a potential mechanism to both communicate and fill those needs. The limited faculty exchange networks serving domestic (U.S.) exchange options were either regional in nature or served as clearinghouses or linking services with responsibilities placed upon the individual to determine suitable exchange opportunities and acceptable counterparts. A network with more emphasis on institutional interests and campus support structure as well as a central office to provide leadership, coordination and placement services, was deemed desirable by the group.

2. PLANNING COMMITTEE

At its 1982 annual conference, the National Student Exchange agreed to provide leadership in exploring an approach to the exchange concept. In April 1982, a planning committee was appointed to address this issue. Current members of that committee are:

Gary Andeen
Executive Secretary
The Ohio College Association

James Gilbert
Vice President for Academic Affairs
Pittsburg State University

Stuart Knapp
Vice President for Academic Affairs
Montana State University

Werner Prange
Senior Adviser to the Chancellor
University of Wisconsin-Green Bay

*from the NATIONAL STUDENT EXCHANGE and the National Faculty Exchange Planning Committee

Wendel Wickland
Director of Special Programs
State University College at Buffalo

Bette Worley
Executive Director of the National Student Exchange
Director of Weekend College & Assistant to the Vice Chancellor
for Academic Affairs
Indiana University-Purdue University at Fort Wayne

Robert Young
Director of Instructional Development
University of North Dakota

Over the past year, the planning committee has written grant proposals to seek funding for program implementation; identified an exchange approach; developed a common set of operating guidelines for all network members; planned an invitational conference to explore the problems related to faculty exchange; drafted documents addressing policy and procedure; and identified a format for orienting campuses and coordinators to the exchange program. Over the next four months, the committee will draft a policy/procedures handbook; design publications for institutional recruitment and on-campus publicity; establish a governance structure and a central administrative office; and identify mechanisms for on-going program evaluation and review.

3. THE EXCHANGE APPROACH

The planning committee proposes a faculty/staff exchange based on a national network of colleges and universities. Such a network will create a multi-lateral placement exchange mechanism, where both individual faculty/staff members and institutions are not dependent upon one-for-one matches to have their goals satisfied.

The proposed network will ensure that exchange interests of faculty and staff have active institutional support to encourage and reward opportunities for individual development through exchange. It will create a common set of operating guidelines to be utilized by all participating institutions and individuals to ensure that academic standards, institutional requirements, and certain ease of participation can be maintained. The network-based program will also assist an institution in identifying and communicating specific opportunities for incoming exchangees. Furthermore, the network provides a central matching service with a common timetable and procedures for negotiating exchange business. A national faculty/staff exchange network of diverse institutions can increase the opportunities for exchange, facilitate the exchanges, and provide the kind of communication and cooperation that must continue in higher education.

The network will be developed on a model which utilizes a central office as the focal point for interinstitutional communication and as the vehicle for identifying potential matches from a multi-lateral exchange pool. The central office will solicit and publish institutional opportunities for specific faculty/staff expertise, institutional and regional descriptions which will highlight campus programs and special learning situations and a list of faculty/staff who desire to participate in the exchange option. Following receipt of applications, the central office

will advise selected institutions of all potential matches and work with both individuals and institutions until all possible alternatives have been reviewed. An essential element of the network is the appointment of a campus coordinator who becomes the faculty/staff member's agent in the exchange process. The coordinator communicates the institution's requests to the central office, solicits outgoing faculty/staff applications, reviews incoming exchange credentials with appropriate academic/administrative units, communicates institutional preferential choices to the central office, and creates an environment conducive to exchange for both outgoing and incoming faculty and staff.

The proposed exchange network is designed to produce a centrally directed, cost-effective and administratively feasible mechanism for facilitating a freer exchange of ideas among faculty and staff at institutions throughout this country. Through interinstitutional mobility, faculty and staff will be challenged by new research, teaching and administrative options. Opportunities for career growth and advancement, as well as personal satisfaction in a new living/learning environment, will help restore and preserve the vitality which is essential to higher education. Not only will the individual faculty member benefit from renewal and growth, but students will have the opportunity of learning from different instructors who may offer new classes or regularly scheduled courses utilizing new techniques or fresh perspectives.

The exchange network will also provide administrative staff with opportunities for personal growth, development and career enhancement. At the same time, it would serve institutional needs for solving problems, creating new programs and services, improving existing programs, or approaching areas of academic or administrative reorganization and retraining.

Once established as an academic interchange, the network could be extended to involve an exchange of both faculty and staff with individuals in business, industrial and governmental settings. Such an interchange of ideas would create a vital intellectual and practical linking of two separate, but interdependent, segments of our society, while, at the same time, offering an opportunity for more relevant educational opportunities for students at U.S. colleges and universities.

4. INTERESTED UNIVERSITIES AND COLLEGES:

The nucleus for planning a faculty/staff exchange has come from the National Student Exchange members. While levels of interest and commitment vary, the attached list of prospective network members identifies NSE and NSE-related campuses which have asked to be kept informed of progress in developing this exchange approach. All these members are state-supported universities and colleges, because the National Student Exchange has traditionally operated only in this sector. In establishing an exchange network, the planning committee is vitally interested in involving institutions in the private/independent sector, as well as expanding the list of interested state-supported institutions, from all regions of the country. A broad institutional base will be necessary to ensure a sufficiently large exchange pool to meet both individual and institutional needs and interests.

5. PROJECT SUPPORT AND FUNDING

a. PLANNING

Each institution listed below has contributed $200 for the proposed exchange network to assist in travel, mailing and printing related to activities identified in Section #2.

Bowling Green State University
Humboldt State University
Indiana University-Purdue University at Fort Wayne
Oregon State University
Rhode Island College
State University College at Buffalo
Trenton State College
University of Delaware
University of Montana
University of Nevada, Las Vegas
University of North Carolina at Charlotte
University of Northern Colorado
University of Northern Iowa
University of Utah
University of Wisconsin-River Falls
Western Kentucky University

In addition, planning committee members have been funded by their institutions for travel to meetings in Minneapolis and Chicago.

b. IMPLEMENTATION

Funding requests to implement the exchange program have been submitted to the Exxon, Ford and Xerox Foundations. The funding requests assume an initial and sustaining commitment from network universities and colleges. Assuming project funding is received, institutional membership fees, for the initial year (July 1, 1983-June 30, 1984) of the implementation period will be $200. There will also be a nominal participant application fee. Fees will be waived for institutions identified in Section #5a. External funding is requested for a three-year period after which self-funding of the network will occur through institutional membership and participant application fees.

Funding has been requested by the National Student Exchange on behalf of the planning committee and interested universities and colleges. During the implementation period (July 1, 1983 through June 30, 1986) the program's central office will be the National Student Exchange headquarters at Indiana University-Purdue University at Fort Wayne. The NSE Executive Director will be the administrative officer for the National Faculty Exchange.

6. WINGSPREAD CONFERENCE

The Johnson Foundation will host an invitational conference at its Wingspread facility in Racine, Wisconsin July 25-27, 1983. The conference will focus on problems related to faculty exchange. Particular attention will be given to implementing and expanding the exchange network, refining the exchange approach, identifying campus support for the exchange option and establishing a viable communications link among network members. Invitations to participate in the Wingspread Conference will be extended to

the president or chief academic officer of those universities and colleges which have indicated by May 2, their interest in being a part of the pilot program for the 1983-84 academic year. Travel and lodging costs are the responsibility of the participant. Luncheons, dinners, ground transportation, meeting facilities and related amenities will be provided by the Johnson Foundation.

7. MEMBERSHIP

Membership in the National Faculty Exchange is open to any four-year, regionally accredited institution of higher education in the United States. So that the committee can effectively and efficiently publicize and plan exchange options for 1984-85, institutional memberships should be in place by July 1, 1983. The committee is currently developing a handbook of policies and procedures as well as a format for regional campus coordinator orientation sessions to be held during the 1983 fall term. An information brochure, identifying institutional participation and exchange opportunities will be published in early fall. Institutions are requested to communicate their interest in membership by May 2, 1983. Once institutional interest is identified, an NFE charter membership packet will be forwarded.

8. THE NEXT STEPS

a. MEMBERSHIP

If you are interested in becoming a charter member in the National Faculty Exchange, return the attached form by May 2, 1983.

b. ESTABLISHING AND EXPANDING THE NETWORK

The committee encourages you to identify other universities and colleges, from either the private/independent or state-supported sectors, that would be interested in this network approach to faculty exchange. Please feel free to make these contacts yourself, but copy the National Student Exchange on your correspondence so we can provide additional information where needed. If you would like the Executive Director to make the contact, please identify a name, address and phone number on the attached sheet.

c. WINGSPREAD CONFERENCE

If your campus would like to be involved in the Wingspread Conference in July, please check the appropriate space on the attached form.

d. FUNDING

If you have any contacts at the foundations listed in Section #5b, please feel free to communicate your interest in this project to appropriate administrators.

Bette Worley, NATIONAL STUDENT EXCHANGE/NATIONAL FACULTY EXCHANGE, Indiana University-Purdue University at Fort Wayne, 2101 Coliseum Blvd., East Fort Wayne, Indiana 46808 219/482-5736

Appendix D

A RECOMMENDED MODEL FOR FACULTY EXCHANGE AMONG SOUTHEAST FLORIDA EDUCATIONAL CONSORTIUM INSTITUTIONS

PROJECT SUMMARY

One of the most valuable cooperative efforts which a consortium can support is to provide the impetus for faculty exchange arrangements. Among the many positive reasons for supporting interinstitutional faculty exchange are benefits of broader educational experiences for students, increased opportunities for faculty, and extended communication.

DEFINITION: Faculty exchange is defined as the cooperative arrangements between or among institutions for the exchange of faculty time and services. A description of possible faculty exchange arrangements is attached.

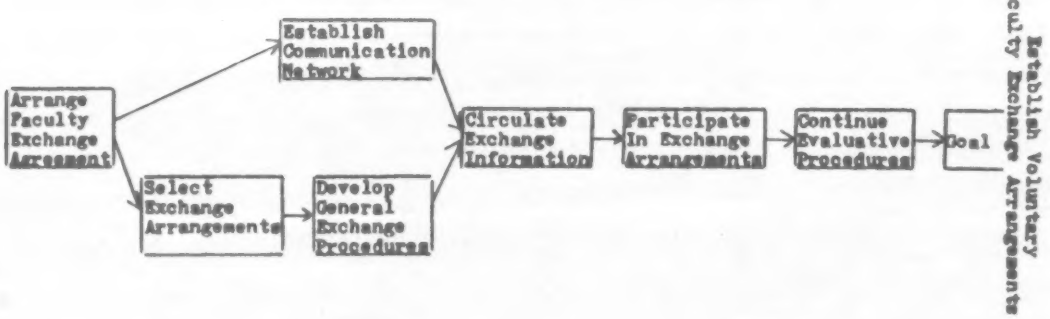
PURPOSE AND PROCEDURES: The purpose of this project was to explore the faculty exchange concept with the intent of developing a faculty exchange model to serve interested SFEC institutions. An interview was held with administrative representatives from cooperating SFEC institutions to identify the promising exchange arrangements and limiting conditions for each institution. Guidelines for a SFEC faculty exchange model were developed from the interview information, correspondence with other consortia, and a review of the literature. The guidelines provided standards for the faculty exchange model.

THE MODEL: The model is depicted as a flow chart below. An action plan was developed for each step to carry out the model. The model is based on a communication linking network with an exchange contact person at each cooperating institution. The model does not limit faculty exchanges to one particular arrangement.

Interview information indicated that the initial exchanges should be in areas which appear to have a positive chance for success. A promising arrangement for initiating faculty exchange is a consortium directory which lists faculty willing to meet with students or faculty for a class session at other institutions to discuss specialized topics in which they possess interest and expertise.

Faculty exchange arrangements will bring expected and unexpected benefits and problems. Cooperation will be needed to build precedents for fostering successful faculty exchange arrangements.

A MODEL FOR SFEC FACULTY EXCHANGE



DESCRIPTION OF FACULTY EXCHANGE ARRANGEMENTS

CONSORTIUM FACULTY DIRECTORY: An arrangement which results in a published directory of faculty who have indicated a willingness to meet with students or faculty from other institutions to discuss specialized topics in which they possess interest and expertise. Contact with individuals listed in the directory would be made directly by a faculty member wishing to extend the invitation for an exchange lecture, discussion, or forum.

CONSORTIUM PHONE EXCHANGE: An arrangement which results in a phone directory of faculty listed by discipline or course-related format. The purpose is to facilitate the identification of appropriate faculty with whom communication could be established at other institutions.

SHORT TERM SPECIALIZATION SHARING: An arrangement by which a faculty member lends expertise to another institution for a special task or as a consultant requiring a short time. This arrangement includes two formats:

- Released Time Borrowing - The specialist is released from all or part of home institution duties for the period he or she is engaged with a special task at another institution.
- Extra Time Borrowing - The specialist maintains home duties in addition to a special task at another institution.

DIRECT EXCHANGE: An arrangement by which faculty members exchange campuses and responsibilities for a summer, semester, or a year.

FACULTY SHARING: An arrangement by which a faculty member teaches for more than one institution for a summer, semester, or a year. This arrangement includes two formats:

- Reduced Workload Sharing - The workload of the faculty member at the home institution is reduced to accommodate the responsibilities of teaching at another institution; the host institution reimburses pro rata the home institution.
- Overtime Sharing - A faculty member teaches at another institution as an overload for a prearranged stipend paid to the faculty member.

JOINT ARRANGEMENT: An arrangement by which a faculty member is jointly appointed and shared by two or more institutions to provide a full-time equivalent position.

FACULTY NETWORK: An arrangement by which faculty with similar disciplines, scholarly pursuits, or specialized efforts are brought together on a regular basis to establish an interinstitutional network of communication and cooperation.

CONSORTIUM SCHOLAR: An arrangement by which a scholar from a SFEC member institution is selected for a semester or a year as a consortium scholar to teach courses and hold seminars or forums on several campuses.

TEAM TEACHING: An arrangement by which a faculty member teams with colleagues from one or several institutions to complement course work. This arrangement includes two formats:

- Using Technological Media - Faculty members team to teach a course through technological media, such as with video tapes or TV.
- Using Student Conferences - Faculty members team to plan for students to share scholarly works or performances in a conference format.